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ABSTRACT

Rules and guidelines are provided for the process of acquiring documents and journal articles to be considered for inclusion in the ERIC database. The differing responsibilities of the Government, the ERIC Clearinghouses, and the ERIC Facility are delineated. The various methods by which documentary material can be obtained are described. Sample solicitations are provided covering different situations. The need for proper recordkeeping and forms is emphasized and examples are given of form letters, reply cards, thank you notes, in-process records, scope overlap notices, reproduction release forms, etc. The systemwide list entitled "ERIC Acquisitions Arrangements" is described and its proper use specified. Acquisitions as it applies to the "Current Index to Journals in Education" is also covered. The use and preparation of the "Acquisitions Data Report" (ADR) for duplicate checking of incoming materials is also discussed. The "Submitting Documents to ERIC" brochure is reproduced. An index concludes the publication. (CRW)

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ERIC

Processing Manual

Rules and Guidelines for the Acquisition, Selection, and Technical Processing of Documents and Journal Articles by the Various Components of the ERIC Network

Section II: Acquisitions

June 1992

Educational Resources Information Center (ERIC)
U.S. Department of Education

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TABLE OF CONTENTS

SUMMARY OF SIGNIFICANT RULES ..... II- v

II. ACQUISITIONS ..... II- 1

A. Introduction ..... II- 1

B. Acquisitions Responsibilities ..... II- 1

1. Central ERIC ..... II- 1
2. Clearinghouses ..... II- 1
3. ERIC Facility ..... II- 1
4. CIJE Publisher ..... II- 1

C. Acquisitions Methods and Techniques ..... II- 2

1. General ..... II- 2
2. Acquisitions Tools ..... II- 2
3. Form Letters ..... II- 2
4. Methods of Acquiring Documents ..... II- 3

a. Unsolicited Receipts ..... II- 3
b. Automatic Distribution ..... II- 3
c. Requests for Specific Titles ..... II- 4
d. Purchase ..... II- 4

(1) Specific Orders ..... II- 5
(2) Standing Orders ..... II- 5

e. General Solicitation ..... II- 5
f. Exchanges ..... II- 6
g. ERIC Partners ..... II- 6

D. Central ERIC Role in Acquisitions ..... II- 6

1. Policy Setting, Guidance, Coordination, Monitoring ..... II- 6
2. Acquisitions Responsibilities ..... II- 7
3. PRIORITY Documents ..... II- 7

E. Clearinghouse Acquisitions Efforts ..... II- 7

1. General Mandate ..... II- 7
2. Kinds of Documents and Journal Articles to Be Acquired ..... II- 9
3. Sources of Documents II-10

a. Previous Document Contributors II-10
b. Conferences II-10
c. Professional Associations II-11
d. Academic Institutions II-11
e. Foundations (Sponsoring Education Programs) II-11
f. Non-Profit Organizations Concerned with Education II-11
g. Journal Articles II-11

4. Tools for Use in Identifying Documents to Be Acquired II-12
5. Clearinghouse Acquisitions Operations (Typical) II-12
6. Department of Education Documents II-14
7. Documents Received From the Facility II-16

a. Reply Cards II-16
b. PRIORITY Documents II-16
c. OERI Document Selection Report II-16
d. Scope Overlap Notices II-17

8. Copyright and Reproduction Release II-17

a. Public Domain II-23
b. Announcement without Reproduction II-23
c. Multiple Authors II-23
d. GPO and NTIS Documents II-23
e. Speeches II-24
f. State Documents II-24
g. International/Foreign Copyright II-24
h. Journal Article Publication II-24
i. Federally-Funded Documents (Including Contractor Reports) II-24
j. Letter in Lieu of Release II-25
k. Copyrighted Segments of a Document II-25

9. Non-U.S. Documents and Non-English Documents. II-26

a. Non-English Documents II-26
b. Non-U.S./Canada II-26

10. Recordkeeping II-26

11. Reporting to Central ERIC II-28

12. Reporting to the ERIC Facility II-28

F. ERIC Facility Acquisitions Program II-28

1. Scope and Purpose II-28

2. Sources of Documents II-30

a. Central ERIC II-30
b. Automatic Distribution Arrangements II-30

(1) ERIC Facility Acquisitions Arrangements (EFAAs) II-30
(2) Exchange Arrangements II-31
(3) Standing Orders II-31

c. Specific Requests II-31

(1) Clearinghouse Requests II-33
(2) Scanning II-33

3. Assignment of Documents to Clearinghouses II-33

4. *ERIC Acquisitions Arrangements* (EAA) Systemwide List II-34

5. Standard Forms Used By the Facility II-34

a. Form Letters II-34
b. Reply Cards II-34
c. Reproduction Release Forms (Blanket and Individual) II-34

6. Recordkeeping II-35

a. In-Process File II-35
b. Acquisitions Arrangements File II-35

7. Reporting to Central ERIC II-35

8. Miscellaneous II-35

a. National Diffusion Network (NDN) II-35
b. Alerting Services II-35
c. Program Effectiveness Panel (PEP) II-35

G. *Current Index to Journals in Education* (CIJE) II-36

1. Comprehensively Covered Journals II-36
2. Selectively Covered Journals II-37
3. "Oneshot" Journals II-37

H. Acquisitions Data Report (ADR) for Duplicate Checking II-37

1. General II-37
2. Accessibility II-38
3. Sample ADR Records (CH#, Pagination, Date, Disposition, Title) II-38
4. How to Report ADR Data II-40

Index **II-55**

LIST OF ILLUSTRATIONS

Figure II-1 PRIORITY Document Handling Form ..... II- 8

Figure II-2 Document Transfer Form [For Clearinghouse-to-Clearinghouse document transfer] II-15

Figure II-3 Reply Card [Notification to contributor of document disposition] II-16

Figure II-4 Department of Education Document Handling Form II-18

Figure II-5 Reproduction Release Forms
A. Specific Document Release II-19
B. Blanket Release II-21

Figure II-6 Foreign Documents--Policies and Guidelines for Acquiring and Selecting Foreign Documents for the ERIC System II-27

Figure II-7 ERIC Acquisitions Arrangements (EAA) List
A. Reporting New Arrangement to Facility II-29
B. Sample Page (of Annual List) II-32

Figure II-8 Scope Overlap Sticker [Identifying document within scope of two or more Clearinghouses] II-33

Figure II-9 Acquisitions Data Report (ADR)
A. Input Form II-41
B. Sample Page of Printed Output II-43

Figure II-10 ERIC Facility Form Letters
A. Request for Specific Document (by Title) II-44
B. General Solicitation II-45
C. "Thank You" Letter II-46
D. Clearinghouse Acquisitions Request (to Facility) [requesting Facility to acquire document] II-47

Figure II-11 Clearinghouse Acquisitions Letters (Typical)
A. Conference Documents II-48
B. Non-Profit Organizations II-49
C. General Solicitation II-50
D. Reply Card II-51
E. Reproduction Release Request II-52
F. Complimentary Microfiche to Author/Source II-53
G. Complimentary Journal Subscription Request II-54

ACQUISITIONS

SUMMARY OF SIGNIFICANT RULES

1. Clearinghouses have the basic responsibility for acquiring those documents that deal with their defined subject scope areas (**see Appendix A**). Clearinghouse efforts are supplemented by those of Central ERIC (OERI and ED documents) and the ERIC Facility (Federal, state, and international documents).

2. An acquired document may be selected or rejected, but an unacquired document never receives the benefit of an informed evaluation. Therefore, while reasonable selectivity should be exercised in acquiring documents, if potential education-relatedness exists and resources permit, it is better to acquire than to make a judgment sight unseen.

3. Arrangements that cause documents to be received automatically, whenever they first become available, are generally more productive and more economical than on-demand after-the-fact efforts; in addition, they result in more timely receipt of documents.

4. Exchange arrangements must be monitored to ensure their effectiveness (i.e., are the documents bargained for being received?) and their fairness (i.e., does ERIC receive as much as it gives; is there a quid pro quo?).

5. Each Clearinghouse is responsible for establishing basic bibliographic control over the documents that it has on-order or in-process.

6. Clearinghouses are responsible for obtaining signed Reproduction Release Forms for all documents that they enter into the ERIC system (or for determining from the *ERIC Acquisitions Arrangements* (EAA) list that a signed Blanket Reproduction Release Form is on file that covers the document in question). Exceptions are documents produced by or funded by the Federal government, which may be processed without obtaining such release forms. Reproduction Releases often are best obtained during the original acquisition process.

7. Department of Education contractor reports may be considered released for processing by their respective monitors if and when they are received. It is *not* necessary for the Clearinghouse to verify that such documents have been officially released.

8. Whenever possible, documents and journals should be obtained on a complimentary or free basis (citing the many advantages of being in the ERIC system). Documents and journals should be purchased only when they cannot be obtained in any other way and when their value to the system justifies the expense.

9. Documents that are available only from sources outside the United States may be acquired, but they must meet more stringent selection criteria than more easily obtained domestic documents.

10. Any ERIC component may make a recommendation that a given journal be covered by CIJE; however, responsibility for the decision to cover or not rests with the Clearinghouse (subject to monitor's concurrence) to which the journal would be assigned for processing.

11. All in-process documents held by Clearinghouses, but not yet processed and transmitted to the Facility, must be reported at least on a monthly basis (preferably more frequently) to the ERIC Facility for inclusion in the *Acquisitions Data Report* (ADR) title file, so that effective system-wide duplicate checking can take place using this file.

II. ACQUISITIONS

A. Introduction

Productive use of the ERIC database is dependent upon the quality and comprehensiveness of the input to it. Acquisitions is the critical first step in building the database. The acquisitions activity provides the raw material for all the functions that follow: selection; processing (cataloging, indexing, abstracting); announcement; retrieval; and dissemination.

In the ERIC system, all components play a role in acquisitions. This section covers the responsibilities of each of these components, the various techniques used for acquiring documents, and the ways that balance and coordination are achieved among distant elements of the system.

B. Acquisitions Responsibilities (by System Component)

Four separate acquisitions efforts go on concurrently within the ERIC system. All work cooperatively to provide comprehensive coverage of the report literature of education (for announcement in RIE) and of the journal literature of education (for announcement in CIJE).

1. Central ERIC

Central ERIC establishes the basic policies governing all acquisitions work. In addition, Central ERIC has responsibility for the acquisition of reports prepared under contract or grant for the U.S. Department of Education and its offices. Central ERIC controls the overall number of journals covered by CIJE.

2. Clearinghouses

The ERIC Clearinghouses have basic responsibility for establishing document acquisitions programs comprehensively covering their assigned subject scope areas. Each Clearinghouse has a designated "acquisitions" staff member responsible for acquiring documents. Responsibility for subscribing to journals within the Clearinghouse's scope of interest may also rest with this person or may be shared with a CIJE "specialist."

3. ERIC Facility

The ERIC Facility has basic responsibility for the Federal area (outside of the Department of Education); for State Departments of Education; for certain foreign, international, and inter-governmental arrangements; for major education associations and foundations; for general education publishers; and for systemwide coordination to avoid duplication of effort.

4. CIJE Publisher

While the Clearinghouses have responsibility for identifying, acquiring, evaluating, and making recommendations concerning coverage for all new education-related journals, the CIJE Publisher coordinates all additions to coverage and, with Central ERIC, determines the overall number of journals to be covered.

C. Acquisitions Methods and Techniques

1. General

Among the various technical processing tasks involved in controlling a literature and building a database, acquisitions is unusually dependent for its success on resourcefulness, inventiveness, and industry, and less dependent on the exact following of written policies and procedural rules (such as presented here). This is because there is no single best way to acquire documents. The opportunities present themselves in a multitude of guises. They must be seized rapidly and with whatever accommodations and adjustments the situation requires. The staff member responsible for acquisitions must be determined, accommodating, able to solve problems, far-sighted, creative, and flexible when necessary, in order to ensure a steady inflow of potentially valuable documents.

The acquisitions process always contains an element of selection in that not everything can be obtained, priorities must be set, decisions must be made even as to what to go after. Nevertheless, a cardinal rule of the acquisitions process is, if resources permit, it is better to obtain a document than not. Once obtained, a document may be selected or rejected, but if it is never obtained in the first place, ERIC personnel never get a chance to exercise any selective or critical judgment with respect to it.

2. Acquisitions Tools

A wide variety of reference tools are useful in acquisitions work. Most prominent and numerous are the tools to be scanned in order to learn of promising new reports and documents, e.g.: press releases; newsletters of professional associations; professional journals; catalogs and flyers of publishers; other abstract journals; bibliographies and references included in documents and articles already selected for RIE or CIJE; calendars and programs of upcoming conferences and meetings; directories that list organizations likely to be sources of relevant documents; research-in-progress compilations that pinpoint future producers, etc.

An active acquisitions effort typically builds up an extensive reference collection and file of sources and also ensures the continued regular receipt of numerous serial publications that are regularly scanned. Examples are given in the Clearinghouse and Facility parts of this section.

3. Form Letters

Because of the large number of contacts required by the acquisitions process, it is often necessary to rely on form letters, or at least standard language which has been developed to make an optimum presentation of the requester's position, the advantage of giving a document to the ERIC system, etc., and which can be incorporated into the body of individual letters. With good word processing techniques and a personalized inside address and salutation, a form letter can appear quite "customized" and can be used in place of individual letters. There will, of course, always be instances in which original letters must be written. Nevertheless, form letters definitely have a time-saving role to play in acquisitions work, particularly in the initial contact phase. Most Clearinghouses make use of a variety of form letters to cover different situations. Examples are discussed in the Clearinghouse and Facility parts of this section. (See Figures II-10 and II-11 at the back of this Section).

4. Methods of Acquiring Documents

a. Unsolicited Receipts

An active acquisitions program is characterized by continuous personal and correspondence efforts to keep ERIC's document needs before potential contributors. A number of Clearinghouses have developed acquisitions brochures focusing on their specific areas of interest. These brochures were developed for distribution at conferences and for inclusion in mailing packets. Brochures, such as *Submitting Documents to ERIC* and *All About ERIC*, and the front/rear matter to *Resources in Education*, also contain general information concerning ERIC's desire for educational literature and instructions for contributing documents. These and other efforts result in the receipt of documents which were never specifically solicited. Such receipts occur at all levels of the network, including EDRS, and must be routed to the appropriate Clearinghouse for processing.

Central ERIC and EDRS routinely forward such documents to the ERIC Facility for assignment to the appropriate Clearinghouse. The Clearinghouses also transfer documents among themselves, as necessary.

This is one of the easiest ways to acquire documents, though not the most reliable. As public awareness of ERIC grows, more documents come into the system in this manner. Thank you letters and follow-up letters to contributors of this type sometimes result in continuing submissions or even formal arrangements.

b. Automatic Distribution

The most productive kind of acquisitions arrangement for the ERIC system is one where Clearinghouses or the Facility arrange to be placed on an organization's mailing list to get all (or classes) of publications "automatically," as issued. The Clearinghouses and the Facility establish as many automatic acquisitions arrangements as possible. Such arrangements ensure early receipt of an organization's relevant material, usually on initial distribution. Where a request for a specific title nets one document, a successful request to be put on a mailing list may net many times more documents over time.

All formal acquisitions arrangements should be documented and reported to the ERIC Facility (**see Section II.F.2.b.(1)**). Documentation should include all correspondence exchanged, together with the signed Blanket Reproduction Release form (if it is necessary). A list of all such arrangements is cumulated annually by the Facility in the *ERIC Acquisitions Arrangements* (EAA) list. All of these arrangements must be regularly monitored to ensure that they are working and to determine which arrangements may have ceased to be productive.

c. **Requests for Specific Titles**

Specific titles of documents relevant to the field of education come to the attention of acquisitions personnel by a variety of channels: requests from users, the public, or other staff members; news releases, newsletters, and other rapid announcement sources; conference announcements and programs; conventional media regularly read or scanned, e.g., reviews, professional and association journals, newspapers/radio/TV; library acquisitions tools, e.g., *Publishers Weekly*; other abstract journals, e.g., *Government Reports Announcements*; acquisition lists of certain libraries and information centers, bibliographies in received documents, etc.

The acquisition of specific titles usually involves an individual written request (and enclosed reproduction release form) directed to the author, sponsor, publisher, or other source. Sometimes a modified form letter (citing the specific title desired) can be used; sometimes a telephone call can be employed. Sometimes a request for a single title will lead to an offer of other related publications or an offer to send future publications as issued. For the most part, however, requests for specific titles are a one-for-one proposition, i.e., one successful request nets one title. All requests should be, at least initially, for complimentary or review copies, relying on the many advantages ERIC has to offer to persuade sources to contribute their output free of charge.

Records should be kept of each title so requested, in order to avoid duplicate requests (irritating to the source and wasteful of effort), and in order to be able to respond knowledgeably to all inquiries about documents in process. As materials are received and included in the system, the outstanding request or on-order file should be purged.

d. **Purchase**

While most documents can be acquired for ERIC free of charge or via exchange, some few must be purchased. A prime example of valid documents that must be purchased are those acquired from the U.S. Government Printing Office (GPO). Other material is available from a wide variety of commercial or non-profit publishers (or authors) who have either copyrighted the document in question or otherwise restricted its reproduction in order to be able to sell it to defray publishing expenses.

Purchases may be made when necessary to obtain a valuable and useful title; however, they should always be scrutinized carefully and made deliberately, with full awareness of the ERIC selection criteria (enumerated in **Section III**). If a Reproduction Release form (for Level 1 or Level 2 input) cannot be obtained, the document must be entered at Level 3. It is not advantageous to the RIE journal, the microfiche collection, or the system in general, to have an excessive number of non-reproducible Level 3 announcements, where the user must be directed outside the ERIC system for access. Level 3 input into RIE has decreased over the last few years to less than 3%. This seems to be an acceptable level and Clearinghouses should keep this statistic in mind when evaluating their own volume of Level 3 input. (Please note that GPO documents should always enter the system at Level 1 (see **Section I**)).

Two purchasing arrangements that can be used for ordering are:

(1) **Specific Orders**

The same guidelines and observations that apply to the section above on "Requests for Specific Titles" apply equally here. The only difference is that the necessity of paying usually requires completion of a formal "Purchase Order" (or its equivalent, the establishment of an account), or requesting and paying invoices. Procedures for generating "Purchase Orders" are, of course, dictated by Clearinghouse host institutions.

(2) **Standing Orders**

Standing orders are, in effect, subscriptions for all the publications (or relevant classes of publications) produced by a given source. Standing orders are only possible in those instances where the source (or jobber) offers the service. Standing orders often have the advantage of reducing the time to acquire a document, cutting paperwork, lowering overall costs, and most importantly, assuring comprehensive acquisitions. An example of a standing order would be the ERIC Facility's arrangement with UNIPUB (the U.S. agency for UNESCO publications).

e. **General Solicitation**

The solicitation notices contained in RIE and in the various Clearinghouse brochures are essentially undirected. They are not addressed to particular institutions, nor do they request particular documents. There are many opportunities during the year, however, to direct similar general solicitations to specific organizations and activities. In such situations, the solicitation is not typically for specific documents, but rather for everything that the activity produces. The purpose is not to try to set up a permanent distribution list arrangement, but rather to try to take advantage of a temporary and often transient opportunity.

Professional meetings, conferences, symposiums, seminars, workshops, colloquiums, etc., are good examples of such opportunities. ERIC acquisitions staff who learn of relevant activities of this type (particularly those that are geographically close) may participate at various levels, e.g., write for proceedings and papers; attend the activity; participate in the program; exhibit at a booth, etc.

Whatever level of participation is chosen, the acquisitions person involved should take every opportunity to publicize ERIC and make its document needs known, e.g.: distribute name cards; hand out brochures and materials describing the ERIC system and the need for contributor input; request preprints or copies of papers from individual speakers, session leaders, or the conference director.

Persons representing ERIC at such activities are strongly urged to remember to solicit for the system in general and not just for their own component of the system. Sometimes the solicitation for conference papers can be a cooperative undertaking between the host association and a Clearinghouse on behalf of the ERIC system. For example, the annual American Educational Research Association (AERA) meeting papers are collected by the ERIC Clearinghouse on Tests, Measurement, and Evaluation (TM) for assignment to other ERIC components, as appropriate.

f. Exchanges

Exchanges are a variation of automatic distribution. Most of ERIC's solicitations are for free copies of publications (with ERIC offering in return the advantages of announcement, indexing, inclusion in the machine-readable database, reduction to microfiche, and constant availability). Sometimes, however, *quid pro quo* exchanges may be the best way to acquire publications from certain organizations, e.g., foreign ministries of education. The Clearinghouses may offer their own newsletters, bibliographies, and other publications. Exchanges should be regularly and carefully monitored to ensure that ERIC is receiving the desired publications and that what is being received is a fair exchange for the ERIC material being sent.

g. ERIC Partners

ERIC Partners (defined in the Introduction and in the Glossary), while usually heavy users of ERIC, may or may not also involve an acquisitions arrangement. Clearinghouses should be alert to the possibility of using a Partner to facilitate the acquisition of documents from the Partner's host organization or from their constituencies.

D. Central ERIC Role in Acquisitions

1. Policy Setting, Guidance, Coordination, Monitoring

As with all phases of the ERIC program, Central ERIC sets the basic acquisitions policies to be followed. Central ERIC determines what kinds of documents are suitable for RIE and has formalized these decisions in the selection criteria stated in Section 3, "Selection." Central ERIC approves the scope of interest statement of each Clearinghouse (**See Appendix A**), thereby establishing those areas of the field of education for which each has responsibility. The format and frequency of the basic duplicate checking tools, e.g., *Title Index*, *Acquisitions Data Report*, *ERIC Acquisitions Arrangements*, used in acquisitions are dictated by Central ERIC. The statistical and narrative reports required of each element of the network are established by Central ERIC (see the **ERIC Administrative Procedures Manual**). Central ERIC monitors all network activities, including acquisitions, as to the adequacy of performance and compliance with contract terms and conditions.

Each network component has a designated monitor at Central ERIC with whom to discuss problems. In addition, Central ERIC designates one of its staff members to be overall Acquisitions Coordinator. Both are available to acquisitions staff to answer questions concerning document acquisitions, reproducibility, selection, copyright, PRIORITY documents, and scope overlap.

Contact between Central ERIC and the ERIC Facility concerning acquisitions is regular and ongoing since Department of Education documents flow on a routine basis from the former to the latter. There are frequent requests for information concerning the receipt or status of particular PRIORITY documents. In addition to actual documents, many notices of publications, conferences, and sources of educational materials come to the attention of Central ERIC staff and are passed on to the Facility for action or routing to appropriate Clearinghouses.

2. Acquisitions Responsibilities

Central ERIC has reserved to itself the acquisition of formal publications and contractor reports of the Department of Education. It also negotiates arrangements for receipt of publications from certain foreign institutions and several international organizations (sometimes offering complimentary distribution of RIE in exchange). All reports and documents acquired by Central ERIC, whether actively or on an unsolicited basis, are forwarded to the ERIC Facility for assignment to the appropriate Clearinghouses. One of the important procedural objectives in handling acquisitions centrally (by either Central ERIC or the ERIC Facility) is to avoid multiple solicitations from various ERIC network components, all converging on (and confusing) the same government agencies or foreign organizations.

3. PRIORITY Documents

Central ERIC occasionally designates certain important documents, as "PRIORITY Documents." A special identifying notice is affixed to these documents (see **Figure II-1**). Questions or problems concerning reproducibility or copyright, if any, are resolved before sending them to the Facility for Clearinghouse assignment, so that PRIORITY documents can proceed as rapidly as possible through the system.

There are three classes of document handling: "Routine" documents, Department of Education Documents, and "PRIORITY" documents. Routine documents are handled according to a Clearinghouse's normal, regular cycle. Department of Education Documents are simply supposed to be the next routine documents processed, i.e., supposed to be put at the top of the routine pile. "PRIORITY" status assigned by Central ERIC indicates to the Clearinghouse that processing must take place on an expedited basis as quickly as necessary to ensure that the document appears in the earliest possible issue of RIE. (This can be determined from the RIE Master Schedule.) If the deadline of an issue is close, this can sometimes require virtually 24-hour turnaround. The handling of PRIORITY documents is described in detail in Section IV. Clearinghouses are notified in advance by telephone before a PRIORITY processing requirement is imposed. PRIORITY documents may not be rejected.

E. Clearinghouse Acquisitions Efforts

1. General Mandate

The primary responsibility in ERIC for acquisitions and the procurement of documents for the system has always been and continues to be with the ERIC Clearinghouses. Each Clearinghouse is responsible for ensuring a steady flow into RIE and CIJE of high-quality documents and journal articles within its specific scope of interest area.

---Do Not Detach This Form From Document During Processing---

Date Sent: _____

Date Returned: _____

PRIORITY DOCUMENT

TO: _____
(Assigned Clearinghouse)

ATTENTION: _____

FROM: ERIC Facility, Acquisitions Department

TITLE OF DOCUMENT BEING SENT: _____

RIE ISSUE TO BE PROCESSED FOR: _____

DATE DOCUMENT NEEDED BACK AT FACILITY: _____

The document to which this form is attached has been designated a PRIORITY document requiring expedited processing to make the next possible issue of *Resources in Education* (RIE) that has not been closed.

Please return this document and its completed resume by the date indicated above (in order for it to be announced in the issue of the RIE indicated above).

When returning this document, use a separate log sheet. This form should be left on the document in order to identify it as an item requiring special rapid handling.

PRIORITY documents may not be rejected (unless physically incomplete). If for some reason you cannot meet this deadline, please notify the ERIC Facility's Acquisitions Department as soon as possible.

---Do Not Detach This Form From Document During Processing---

FIGURE II-1 - PRIORITY Document Form

In order to qualify for RIE, documents must: (1) fall within the field of education, broadly defined; (2) meet the criteria set forth in Section 3, "Selection," with regard to physical characteristics (i.e, size and legibility), content, and quality. Documents that fail to satisfy the basic requirements are not to be submitted for RIE, but may be kept for local collections (unfunded by ERIC), if desired. *If a document is education-related, but falls outside the scope of interest of the Clearinghouse considering it, it should be transferred to the appropriate Clearinghouse for evaluation, rather than discarded.*

2. **Kinds of Documents and Journal Articles to Be Acquired**

The following are examples (alphabetically sequenced) of the types of education-related documents that should be acquired as candidates for RIE:

- bibliographies, annotated bibliographies;
- conference papers;
- evaluation studies;
- feasibility studies;
- instructional materials/curriculum materials; lesson plans; teaching units
- legislation and regulation;
- manuals, guides, and handbooks;
- monographs, treatises;
- opinion papers, position papers;
- proceedings;
- program/project descriptions;
- research reports/technical reports;
- resources guides;
- speeches and presentations;
- state-of-the-art studies;
- statistical compilations;
- taxonomies and classifications;
- teaching guides;
- tests, questionnaires, measurement devices;
- vocabularies, dictionaries, glossaries, and thesauri.

The following types of journals should be acquired for coverage by CIJE:

- **Education Journals**

  These are journals totally devoted to education subjects. High quality, "core," education journals should always be selected for comprehensive, cover-to-cover indexing of all substantive articles. Second-tier journals, not judged to be "core" publications, may, at the discretion of the Clearinghouse, be given selective coverage of only those articles judged to be of sufficient quality. However, the preference is for education journals to be covered comprehensively for all articles.

- **Education-Related Journals**

  These are journals, usually subject-specific, that are not totally devoted to education, but that contain occasional education-related articles. High quality journals in this category should have all education-related articles selected. Second tier journals in this category may, at the discretion of the Clearinghouse, be covered selectively for those articles relevant to education. However, the preference is to cover comprehensively all education-related articles in education-related journals.

- **"One-Shot" Articles (See also Section II.G)**

  These are journal articles relevant to education, but contained in journals that do not ordinarily cover education topics and not regularly covered by CIJE. Such articles are discovered in a variety of ways, sometimes fortuitously, and may be selected for CIJE on an *ad hoc* basis.

ERIC would like to be given the opportunity to examine virtually any document dealing with any aspect of education. The ERIC audience is so broad (encompassing school board members, teachers, administrators, librarians, researchers, media specialists, students, parents, counselors, and every other variety of educator) that it must collect a wide variety of documentation in order to satisfy its users.

3. **Sources of Documents**

The Clearinghouses are responsible for acquiring documents within their scope areas issued by all organizations, except those reserved to Central ERIC (see **Section II.D**) and to the ERIC Facility (see **Section II.F**).

Some documents arrive at the Clearinghouses unsolicited, and others are received from the ERIC Facility. For most acquisitions, however, the Clearinghouses must rely on such contacts as: appropriate professional societies and academic institutions; people known to be working in the field; specific state or local officers responsible for programs relevant to the Clearinghouse subject area; foundations or other organizations sponsoring education projects; publishers; institutes; speech-makers; information centers; and a wide variety of other individuals and organizations concerned with education.

The following successful acquisitions strategies for different classes of contributors have been reported by the Clearinghouses:

a. **Previous Document Contributors**

Send letters to "automatic contributors," thanking them for past cooperation and asking them to continue to contribute documents. Contact authors of Clearinghouse Information Analysis Products and other Clearinghouse publications, reminding them that the Clearinghouse is interested in reviewing appropriate documents that may come to their attention. Send complimentary microfiche to contributing institutions/authors.

b. **Conferences**

Conferences can be a lucrative source of documents, and Clearinghouses should be alert to all conferences in their subject area. In addition, Clearinghouses may coordinate with other elements of the network in covering all papers and products of a large or general conference in their geographic area, later forwarding those outside their own particular subject scope to the Facility for assignment elsewhere in the network. Exemplary arrangements for the collection of conference papers are those established by TM to obtain AERA papers and CG to obtain APA papers. For typical form letters used by Clearinghouses, see **Figures II-11 (A-G)**.

Clearinghouses should be aware of the following methods of obtaining documents from conferences: (1) if an organization collects the papers/speeches at its conferences, request that a set be collected for the Clearinghouse; or (2) suggest that the program committee chairperson endorse a solicitation letter or distribute acquisitions letters and brochures on behalf of the Clearinghouse, or even insert a solicitation notice in the conference program; or (3) ask for a program, mailing list, or directory of participants, and then solicit papers directly from participants.

The *ERIC Calendar of Education-Related Conferences*, prepared annually, lists all conferences in which Clearinghouses will participate that year, including those from which papers will be solicited. It is an essential tool for the coordination of conference-related acquisitions efforts.

c. Professional Associations

Obtain mailing lists from professional and/or academic organizations for direct mail campaigns to these individuals. Send special letters to sub-groups of professional organizations, i.e., racial and ethnic sections, women's caucus groups, instructional improvement groups among the various disciplines, etc. Attend meetings, participate in programs, etc.

d. Academic Institutions

Use college catalogs or other reference books to identify graduate departments within the Clearinghouse's scope area. After contact, endeavor to establish an automatic arrangement and to obtain blanket permission so that all documents issued by the department are submitted to the Clearinghouse. Hold ERIC workshops in university libraries or education departments, colleges, schools, etc.

e. Foundations (Sponsoring Education Programs)

Ask foundations to include a request that grantees submit resulting papers and final reports to ERIC. Supply foundations with ERIC brochures and other literature to distribute to the grantees.

f. Non-Profit Organizations Concerned with Education

Send a printout of all documents contributed to RIE and CIJE by the organization in question. Request that all documents still available, but not on the printout, be submitted to ERIC. For a typical form letter, see **Figure II-11(B)**. If the Clearinghouse has a complimentary mailing list, add the organization to the distribution list for ERIC products.

g. Journal Articles

Contact editors of appropriate journals for quality articles they have not been able to publish. Because of space limitations, journals can publish only a small number of papers they receive. A number of papers may be rejected, but may meet the ERIC selection criteria. Journal editors can be contacted and asked to include information about ERIC when they send a letter of rejection to an author. The editors can include a sheet which states that ERIC would be interested in reviewing the paper for possible inclusion in ERIC. It should be made clear that announcement in a secondary abstract journal like RIE is not the equivalent of publication in a peer-reviewed primary journal, but may nevertheless serve to preserve useful material.

4. **Tools for Use in Identifying Documents to Be Acquired**

Clearinghouses utilize a number of reference tools, publications, and other sources to identify specific titles and potential contributors of documents. Such tools include:

- Conference and convention programs (e.g., APA Program);
- Journals, newsletters, newspapers, advertisements, book reviews, and news items should be scanned regularly for relevant titles and names of people or institutions engaged in projects, studies, or grant awards which could produce appropriate documents (e.g., *Education Daily*, *Chronicle of Higher Education*, *Library Journal*).
- Bibliographies, publication lists, catalogs, acquisition lists, etc., can be excellent sources of new titles, and sometimes also provide ordering information (e.g., *Monthly Catalog of U.S. Government Publications*, *UNESCO Publications*, *Congress in Print*.)
- Document reference lists, footnotes, etc. Documents already acquired can often, through their content, lead to other titles or other sources. References contained in Clearinghouse publications can often furnish valuable leads to new documents.
- Staff and client recommendations. Reference inquiries involving documents found not to be in the system should routinely be copied to the acquisitions unit.

Each subject area, and hence each Clearinghouse, has its own major reference tools. Clearinghouse personnel should become familiar with the specific reference tools that best fit their area of coverage and should see that they are represented in their reference collection.

5. **Clearinghouse Acquisitions Operations (Typical)**

Clearinghouse acquisitions operations differ from one another in procedural detail, forms and files used, recordkeeping, and in other respects. No matter how they are implemented, however, every Clearinghouse acquisitions operation is expected to observe the basic functional steps described below:

a. Using the relevant sources and tools, identify titles that appear to be desirable acquisitions within the Clearinghouse's scope of interest. The acquisition of complimentary copies is always an objective, although items that cannot be obtained free of charge may be purchased, or the Clearinghouse may offer to exchange its newsletters, bibliographies, etc., for documents.

b. Once a title has been identified and has been determined to be within the Clearinghouse's scope of interest, check the *ERIC Acquisitions Arrangements* (EAA) list to determine whether or not the source organization is covered by an acquisitions arrangement with another Clearinghouse or the Facility. If an arrangement already exists between the source organization and another ERIC component, the component having the arrangement should be contacted and coordinated with before any solicitation of documents is done.

c. Check the Clearinghouse local "on-order" file and standard ERIC duplicate checking tools (such as the *Acquisitions Data Report* and the *Title Index*) to determine if the identified items have already been ordered, received, or processed.

d. If the document of interest is from a Federal agency, a State Education Agency (SEA), an OERI Laboratory, or an organization with which the Facility has an acquisitions arrangement, (see EAA list), requests for the document should be made through the Facility.* Titles should be requested by using the standard form provided for this purpose by the Facility, the "Clearinghouse Acquisitions Request" (EFF-76). (See **Figure II-10(D)**). This form should be filled out as completely as possible and, where possible, a copy of the citation or document description engendering the request should be attached. The Facility will either obtain the document or let the Clearinghouse know if it is unavailable.

e. After following the above steps, request the document(s), using a form letter, telephone call, or purchase order (whichever is more efficient). An example of a standard form letter is shown in **Figure II-11(A)**. With each solicitation (unless ERIC already has blanket reproduction permission), include a Reproduction Release form and all the bibliographic data available. Some Clearinghouses have found the enclosure of a self-addressed label with requests, and self-addressed envelope with other correspondence, to be very useful in expediting responses.

f. Prepare an "on-order" record for Clearinghouse local files; include title, author, source, price, and date ordered.

g. As documents are received in the Clearinghouse, determine whether they are on-order or have arrived unsolicited. Those on-order should have receipt information entered on the on-order record, or the record should be purged, whichever in-house procedure dictates. Receipt of documents arriving unsolicited should be recorded and all useful correspondence and address information should be preserved. (The use of a self-addressed label helps identify solicited items.) If a document is received from an organization with which another ERIC component has an arrangement, the other component should be informed (copy of title page is suggested.)

h. Upon receipt of a document, acknowledgement of receipt and of acceptance/rejection by card or letter is recommended, but optional. Notifications to contributors vary considerably from Clearinghouse to Clearinghouse (see **Figure II-11(D)**).

i. Evaluate material using prescribed legibility and selection criteria (**see Section III**) and the ERIC Clearinghouse Scope of Interest Guide. Documents inappropriate for the system may be discarded after a suitable retention period that permits the Clearinghouse to respond to author and source inquiries or requests for return. Documents falling within the scope of other Clearinghouses should be transferred to them. (See **Figure II-2** for ERIC Document Transfer Form.) Some Clearinghouses notify contributors when they transfer a document.

j. Make sure a Reproduction Release form (or letter giving reproduction permission) accompanies the document. Resolve any copyright or reproduction release questions. (**See Section II.8.**) Retain all pertinent correspondence.

*The OERI-sponsored Research and Development Centers are each assigned to a specific Clearinghouse.

If the document does not have a Reproduction Release form, and one is required, Clearinghouses should: (1) Check the EAA List to see if ERIC has been given a Blanket Release; (2) If there is no record of a Blanket Release, then write the author or source organization for a specific release (see **Figure II-11(E)**). (It is advisable to write for releases only after a document has been selected for RIE. Writing prior to selection may result in needless work if the document is later rejected and may prematurely imply acceptance.)

k. Prepare an entry for the *Acquisitions Data Report* (a composite listing of in-process documents, prepared monthly by the Facility, reflecting the acquisitions of all Clearinghouses during the previous six month period). This step requires the Clearinghouse to formally accession the document and to assign a Clearinghouse Accession Number. (Instructions on how to prepare entries for this report are provided in **Section II.H.**) Known rejects and transfers are generally not entered into the ADR, but a Clearinghouse may at its option enter titles for which the selection process is not yet completed.

l. Record name and address of contributor (individual or organization) on mailing label, envelope, or form letter, for later use in distributing complimentary microfiche (provided by the Facility). (See **Figure II-11(F).**)

> **NOTE:** Complimentary microfiche should *not* be sent to the following kinds of organizations: Congress, Department of Education, Government Printing Office (GPO), or large organizations when the specific name of an individual or department within that organization is unknown.

m. Sending rejection notices is optional, unless specifically requested by the contributor. Clearinghouses vary in the methods used to notify contributors of rejected documents. Some use the standard ERIC "Reply Card." Some use their own forms, providing for a variety of messages. An example is shown in **Figure II-11(D).**

After all the above steps are completed and the document is determined to be of a type suitable for RIE, within subject scope, legible, not a duplicate, and without any unresolved reproduction release problems, acquisitions formerly comes to an end and the document is ready for the cataloging/indexing/abstracting process. Because of the expense of the various intellectual document analysis functions, the acquisitions function must make every effort to eliminate duplicates *before* that stage of processing is reached. (See **Section II-H** for discussion of duplicate checking process.)

6. Department of Education Documents

All reports prepared or sponsored by the Department of Education or OERI should be processed promptly when received, ahead of all other non-OERI routine input and preceded only by PRIORITY documents.

It was formerly required that ED/OERI contractor reports had to be cleared and released by the appropriate project monitor before they could be processed for ERIC. This specific verification of clearance is no longer required. If a copy of a document has been obtained (provided it is not labelled "draft" or "preliminary"), this is considered *prima facie* evidence that the document has been cleared and released. All ED/OERI-prepared or sponsored documents are entered into the database at Level 1.

ERIC® DOCUMENT TRANSFER FORM

Date Received: _____ Date Transferred: _____

TO: ERIC/ _____

FROM: ERIC/ _____

The enclosed document(s) appear to be more within your scope than ours.

The document(s) were obtained by (check one):

___ solicited contribution
___ unsolicited contribution
___ staff contribution
___ ERIC Facility

Correspondence information is as follows: (check one):

___ all relevant material is attached
___ no relevant correspondence; however the name and address of the contributor or contact person is (if known):

_____
_____
_____

_____
Clearinghouse Contact Person

(EFF-70)

FIGURE II-2: Document Transfer Form
[For Clearinghouse-to-Clearinghouse document transfer]

7. Documents Received From the Facility

a. Reply Cards

Reply Cards (see **Figure II-3**) attached to documents received from the Facility require an ED accession number and should, therefore, be detached and returned to the contributor by the Clearinghouse *only when they are not selected.* If selected for RIE, the card remains on the document and is shipped back to the Facility with the document for processing and affixing of the ED number before being detached and mailed.

ERIC REPLY CARD

DOCUMENT TITLE: _____

_____

DISPOSITION OF DOCUMENT:

Selected for the _____ issue of RIE and

☐ is assigned document no. _____

☐ Not selected for RIE.

_____

_____

CLEARINGHOUSE NAME: _____

Date: _____

HAVE YOU ENTERED YOUR CORRECT RETURN ADDRESS ON THE FRONT OF THIS CARD?

FIGURE 3: ERIC Reply Card

b. PRIORITY Documents

Documents received from the Facility that indicate PRIORITY handling should be evaluated immediately upon receipt. Expedited processing is necessary to ensure announcement of the document in the next issue of RIE to be completed. PRIORITY documents may not be rejected (unless they turn out to be physically defective).

c. ED/OERI Document Selection Report

All OERI documents received from the Facility and *not* selected for RIE must be returned to the Facility with the reason given for their rejection. The OERI Document Selection Report form (see **Figure II-4**) should be used for this purpose. OERI documents that are not accepted for inclusion in the ERIC system will be retained in the permanent OERI Research Library collection.

d. **Scope Overlap Notices**

When a document overlaps the scopes of two or more Clearinghouses, the Facility assigns the document to the "primary" Clearinghouse and sends a copy of the title page to the "secondary" Clearinghouse(s) with a "Scope Overlap Sticker" affixed (see **Figure II-8**). This procedure serves to notify the "secondary" Clearinghouse that a document they might consider within their scope is being assigned elsewhere.

In order to prevent duplicate processing, the "secondary" Clearinghouse should check its records to see if the document is on-order, in-process, or otherwise being considered for acquisitioning.

8. **Copyright and Reproduction Release Issues**

The Copyright Law requires users such as ERIC to assume that all private sector documents, whether carrying a copyright notice or not, are potentially copyrighted (unless such documents were published without a copyright notice prior to January 1, 1978.) For this reason, unless ERIC already has blanket reproduction permission from the source organization, a signed Reproduction Release Form *must* be obtained for every title selected for the ERIC system. The existence of a letter of transmittal giving ERIC permission to reproduce the report is welcome but is *not* sufficient.

ERIC has designed two standard Reproduction Release Forms for systemwide use--one for individual documents (see **Figure II-5(A)**) and one for blanket permissions (see **Figure II-5(B)**). Clearinghouses are encouraged to develop their own form letters (for examples see **Figure II-11(E)**) to send to contributors along with the release forms, explaining and introducing the form and making it clear that it should be returned to the Clearinghouse with the document. The Blanket Reproduction Release should be negotiated whenever possible in order to eliminate as many individual release forms as possible, thereby saving both effort and time. Clearinghouses obtaining blanket releases should report them for listing in the annual *ERIC Acquisitions Arrangements* (EAA) list.

Beginning in 1993, Reproduction Releases for specific documents will be microfilmed as the last page of the document to which they apply. However, the responsibility for maintaining a permanent file of Reproduction Releases for the period 1966-1992 rests with the Clearinghouses.

---Do Not Detach This Form From Document During Processing---

DEPARTMENT OF EDUCATION DOCUMENT

The document to which this form is attached has been

☐ Prepared ☐ Sponsored

by the U.S. Department of Education or one of its offices, e.g., Office of Educational Research and Improvement (OERI).

This document should be processed promptly, i.e., it should be placed first in line amongst the next documents to be processed routinely.

Note that, because it is Federally-funded, this document does *not* require an ERIC Reproduction Release form. Also, it may be considered cleared by its relevant project monitor for immediate processing.

Please do not delay this document unnecessarily as the project monitor may be waiting on its availability from ERIC.

ED/OERI Documents are normally selected for the ERIC database. If for any reason this document is not selected by the Clearinghouse to which it has been assigned, the document must be returned to the ERIC Facility with the reason for its rejection provided below:

Clearinghouse: _____

Contact Person: _____

Title: _____

Reason for Rejection: _____

☐ Document will not reproduce/microfiche adequately.
☐ Document is incomplete (pages/parts missing).
☐ Quality of content is not acceptable.
☐ Other (Specify) _____

_____

---Do Not Detach This Form From Document During Processing---

FIGURE II-4: Department of Education Document Handling Form

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)

ERIC

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title:	
Author(s):	
Corporate Source:	Publication Date:

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic/optical media, and sold through the ERIC Document Reproduction Service (EDRS) or other ERIC vendors. Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce the identified document, please CHECK ONE of the following options and sign the release below.

☐ ⬅ **Sample sticker to be affixed to document** **Sample sticker to be affixed to document** ➡ ☐

Check here
Permitting microfiche (4"x 6" film), paper copy, electronic, and optical media reproduction

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Level 1

"PERMISSION TO REPRODUCE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Level 2

or here
Permitting reproduction in other than paper copy.

Sign Here, Please

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed at Level 1.

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce this document as indicated above. Reproduction from the ERIC microfiche or electronic/optical media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

Signature:	Position:
Printed Name:	Organization:
Address:	Telephone Number: ( )
	Date:

OVER

FIGURE II-5: Reproduction Release Forms - A. Specific Document Release

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC , or, if you wish ERIC to cite the availability of this document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents which cannot be made available through EDRS).

Publisher/Distributor:	
Address:	
Price Per Copy:	Quantity Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name and address of current copyright/reproduction rights holder:

Name:

Address:

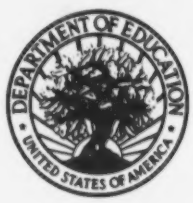
V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

If you are making an unsolicited contribution to ERIC, you may return this form (and the document being contributed) to:

ERIC Facility
1301 Piccard Drive, Suite 300
Rockville, Maryland 20850-4305
Telephone: (301) 258-5500

(Rev. 9/91)



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)

REPRODUCTION RELEASE
(Blanket)

ERIC®

I. DOCUMENT IDENTIFICATION (Class of Documents):

All Publications:
Series (Identify Series):
Division/Department Publications (Specify)

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic/optical media, and sold through the ERIC Document Reproduction Service (EDRS) or other ERIC vendors. Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce the identified document, please CHECK ONE of the following options and sign the release below.

☐ ← Sample sticker to be affixed to document

Sample sticker to be affixed to document → ☐

Check here
Permitting microfiche (4" x 6" film), paper copy, electronic, and optical media reproduction

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Level 1

"PERMISSION TO REPRODUCE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Level 2

or here
Permitting reproduction in other than paper copy.

Sign Here, Please

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed at Level 1.

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce these documents as indicated above. Reproduction from the ERIC microfiche or electronic/optical media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

Signature:	Position:
Printed Name:	Organization:
Address:	Telephone Number: ( )
	Date:

FIGURE II-5: Reproduction Release Forms
B. Blanket Release (Page 1)

BEST COPY AVAILABLE

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of these documents from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents which cannot be made available through EDRS).

Publisher/Distributor:	
Address:	
Price Per Copy:	Quantity Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name and address of current copyright/reproduction rights holder:

Name:

Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

If you are making an unsolicited contribution to ERIC, you may return this form (and the document(s) being contributed) to:

ERIC Facility
1301 Piccard Drive, Suite 300
Rockville, Maryland 20850-4305
Telephone: (301) 258-5500

(Rev. 11/91)

Many questions arise concerning copyright and reproduction release matters. The following points speak to the most common problems. For problems not covered here, contact the ERIC Facility or Central ERIC.

a. Public Domain

A document prepared by or sponsored by the Federal Government is normally considered to be in the public domain. On occasion, however, the Government will permit a contractor to copyright a document, usually in order to facilitate dissemination. When this is done the copyright is clearly marked. Such a document is technically not in the public domain, but the Government nevertheless reserves the right to reproduce such documents "for Government purposes." ERIC is considered to be such a Government "purpose."

A document prepared by a private person or organization is normally considered to be potentially copyrighted and ***not*** in the public domain, even if it doesn't carry a copyright notice. There are two exceptions:

- Works published before January 1, 1978 (the date of the first Copyright Revision Law, PL-94-553) that do not carry a copyright notice are not protected and can be considered in the public domain.

- Works published between January 1, 1978 and February 28, 1989 (the date the U.S. signed the Berne copyright convention) that do not carry a copyright notice, must be formally registered within five years of the date of publication or they are considered to be in the public domain. Since it is difficult to know whether such registration has occurred, the practical effect of this clause is nil, i.e., all documents written after January 1, 1978 must be considered copyrighted or potentially copyrighted and therefore ***not*** in the public domain.

b. Announcement without Reproduction

It is legally permissible to abstract (at the length provided for by ERIC guidelines) and to announce copyrighted documents at Level 3, whether or not a Reproduction Release has been obtained. Announcement alone does not violate copyright. However, ERIC does not announce any document unless users can be referred to a source of availability.

c. Multiple Authors

If a document having multiple authors requires a Reproduction Release Form, a signed release from any one of the authors is considered sufficient. However, if the material is severable by author, it would be prudent to obtain a release from each author (unless a general release already obtained makes it clear that further releases are unnecessary).

d. GPO and NTIS Documents

Documents printed by GPO or NTIS, that do not carry a copyright notice, do not require a reproduction release. They are assumed to have been generated with Federal government funding under terms that either place them in the public domain or else reserve a free right of reproduction for U.S. Government purposes.

e. Speeches

Speeches written and/or delivered in the author's private capacity require a reproduction release. Speeches written by an employee of the Federal Government, operating in an official capacity, do not require a release.

f. State Documents

State-funded documents, whether bearing a copyright notice or not, require a Reproduction Release Form (unless they are federally-supported).

g. International/Foreign Copyright

Copyright under the Universal Copyright Convention is indicated by the © symbol. However, since there are numerous other bilateral and multilateral agreements between and among countries affecting the copyright picture, it is advisable to handle foreign documents the same as domestic documents as far as permissions and releases are concerned. In other words, the presence or absence of the © symbol should not affect the decision to seek a release.

h. Journal Article Publication

Documents generated with Federal Government funding are in the public domain. Such documents may later also be published as journal articles, but will often carry a notice (e.g., a footnote) reserving the Government's right to reproduce and/or excluding them from the overall journal issue copyright. Journal articles normally are processed for *Current Index to Journals in Education* (CIJE).

i. Federally-Funded Documents (Including Contractor Reports)

Federally-funded documents may result from grants or contracts funded by Federal agencies. If a Federally-funded work is copyrighted, the Federal Government nonetheless retains an irrevocable, nonexclusive, worldwide, paid-up right or license to publish, duplicate, use, and to allow others to so use the work, for Federal Government purposes. Reproduction and dissemination through the ERIC system are considered to be "Federal Government purposes" within the meaning of the Federal right or license retained in copyrighted works that are produced with Federal funds.

In summary, the Government reserves the right to reproduce for its own purposes all Federally-funded documents. Reproduction by ERIC is considered "for Government purposes." This includes, for example, any Federally-funded but also copyrighted documents of states, local governments, and school districts. It also includes the instances where a Government agency has granted a contractor the right to copyright a given document for a limited period of time (perhaps to facilitate dissemination objectives).

It is therefore possible to construct the following decision matrix:

	No Copyright Notice	Copyright Notice
Federally-Funded	No Release Necessary	Technically No Release Necessary, but prudent to check with source or agency
--Department of Education-Funded	No Release Necessary	No Release Necessary
Not Federally-Funded	Release Necessary	Release Necessary

As can be seen, Federal non-Department of Education documents bearing a copyright notice should be checked to determine whether a release is necessary. If in doubt, or if some questionable variation of this situation occurs, contact the ERIC Facility or Central ERIC.

j. Letter in Lieu of Release

At the present time, a letter giving ERIC permission to reproduce an accompanying document is not sufficient no matter how explicit the letter may be. ERIC policy is that a *Reproduction Release (Blanket)* or a *Reproduction Release (Specific Document)* form must be obtained to cover every document that is not Federally-prepared or Federally-supported.

k. Copyrighted Segments of a Document

Some documents contain segments copyrighted by someone other than the producer of the entire document. The document may be left intact if:

- ERIC has permission from the segment's copyright holder; or
- the segment is small in relation to the overall work from which it is taken, so that its reproduction might be allowable under the copyright law's "Fair Use" clause; or
- the original permission obtained from the segment author by the producer of the document in hand (containing the segment) is broadly stated and can be assumed to extend to all printings, reprintings, and other forms of the document in hand, including its duplication in ERIC.

In general, documents should be left intact whenever possible, for the benefit of the user. Problem cases should be referred to the ERIC Facility for resolution.

9. Non-U.S. Documents and Non-English Documents

a. Non-U.S. Documents

Documents not available from sources in the United States may be acquired and selected for ERIC, but must meet more stringent criteria for quality and availability/reproducibility. In addition, it is highly recommended that documents written in uncommon foreign languages, should, if at all possible, be accompanied by a 1,000-1,500 word summary in English for the benefit of English-speaking users not proficient in the language of the text.

b. Non-English Documents

- **Domestic (Including Canada)**

  Non-English documents are acceptable for the database and the Language field helps identify such documents. Many U.S.-produced, as well as Canadian, non-English documents also have an English edition. The "twin" documents should either be combined into one accession or cross-referenced in the Note field (e.g., "For English edition, see..."). Non-English curriculum guides produced domestically may be processed without English summaries on the assumption that the audience needing these documents will be able to read the language in which they are written.

- **Non-U.S./Canada**

  Because English functions essentially as an international language, documents such as conference proceedings with non-English papers frequently are accompanied by an English abstract. Non-English documents written in the major european languages: Spanish, French, German, etc., without English abstracts, do not need a summary written in English, as many ERIC users read one or more of these common languages. The Arabic, Japanese, Chinese, and Cyrillic-based languages are lesser known, and if possible, documents in these languages should be accompanied by a 1000-1500 word summary. Non-English documents are typically assigned on the basis of subject scope and are not automatically assigned to the Clearinghouse on Languages and Linguistics.

The acquisitions/selection criteria, and other policies and guidelines pertaining to foreign documents, have been formalized by a special ERIC committee and are provided here verbatim (see **Figure II-6**).

10. Recordkeeping

Acquisitions statistics are used primarily to facilitate the acquisitions effort and to permit Clearinghouses to identify organizations, conferences, authors, and other sources, that are prime sources of documents. While recordkeeping practices vary from Clearinghouse to Clearinghouse, all should be evaluated and justified in terms of their utility and effectiveness in helping to bring documents into the system.

The following are typical categories of acquisition information or statistics captured by Clearinghouses: (1) types of contributors; (2) types of documents received; (3) subject areas of documents received; (4) documents requested via the Facility; (5) documents arriving with reproduction releases; (6) productivity of second request follow-up efforts; (7) solicitations returned due to incorrect addresses; (8) reason for rejection of documents (e.g., not education-related, no reproduction release, too old, too short or insubstantial, incomplete, illegible, local interest only, poor quality, submitted to covered journal, promotional or advertising in nature,

NON-U.S. DOCUMENTS

Policies and Guidelines for Acquiring and Selecting Non-U.S. Documents for the ERIC System

1. PURPOSE

To assist Clearinghouses in acquiring and selecting non-U.S. documents; and to assist foreign nationals, international organizations, intergovernmental agencies, foreign ministries of education, and other foreign government agencies in submitting documents to ERIC.

Rationale: Acquisition of non-U.S. documents is a cooperative venture between the Facility and the Clearinghouses. The Facility maintains agreements with foreign ministries of education and international organizations on behalf of the ERIC system. Selection is a Clearinghouse function. These policies and guidelines, together with those in the *ERIC Processing Manual* (EPM), should help to establish some consistency of non-U.S. document input.

2. DEFINITION OF NON-U.S. DOCUMENTS

Non-U.S. documents are publications which are produced in a country other than the United States or by an international agency. Non-U.S. documents may or may not be in a foreign language.

Rationale: This definition is an attempt to differentiate between a non-U.S. document and a foreign language document. Some foreign language documents are produced in the U.S. There are many non-U.S. documents in English. The GOV and LANG data elements will help to promote acceptance of this distinction.

3. LANGUAGE OF THE TEXT

When a document is not in English (whether it is non-U.S. or domestic), it should ideally be accompanied by a 1,000-1,500 word summary in English.

Rationale: ERIC is an English language information system. In order to better serve the user population, a more complete summary of documents in foreign languages should be provided than that available in a 200-word abstract. Therefore, a 1,000-1,500 word English summary, prepared by the individual or organization submitting the document, should accompany each foreign language document as an integral part of that document. A 1,000 word summary is often adequate to characterize the essential content of shorter documents received from non-U.S. sources. Exceptions to the requirement of an English-language summary may be made when the potential users of the document are expected to be familiar with the language of the document; this would apply particularly to users of documents submitted by the ERIC Clearinghouse on Languages and Linguistics.

4. QUALITY OF CONTENT

Non-U.S. documents should meet higher quality criteria than those applied to domestic documents. Each Clearinghouse is encouraged to review its unique acquisition policies in regard to non-U.S. documents and to develop its own priorities and special guidelines.

Rationale: For there to be as little criticism as possible in regard to the inclusion of non-U.S. documents, the significance and quality of non-U.S. documents should be well above the level considered to be necessary for domestic documents.

5. TECHNICAL REQUIREMENTS (PERTAINING TO REPRODUCIBILITY)

All non-U.S. documents should meet the technical standards required of all domestic documents. Such standards are concerned with reproducibility, legibility, physical quality, and page size. The *ERIC Document Reproducibility Guidelines* should be followed.

Rationale: There is no reason to vary technical physical standards from those currently in force.

6. TYPES OF DOCUMENTS

Document types to be considered from non-U.S. sources will be the same types as those considered from domestic sources, except for the following types which are not encouraged for submission: resource guides, legislation and regulations, brochures and pamphlets. There will be exceptions, but as a general rule, those items which are easily dated, of highly specific local use, and which list resources generally available only in a foreign country, should receive lower priorities.

Rationale: Each Clearinghouse will ultimately make its own selection decision, but as a general guideline there are certain documents, such as those mentioned above, which appear to be of lower priority than others.

7. LEVEL 3 DOCUMENTS

In general, Level 3 is not an option for non-U.S. documents. Levels 1 and 2 should be thoroughly explained to non-U.S. contributors. The Level 3 option should never be used unless a reliable source of copies can be identified.

Rationale: Non-U.S. Level 3 documents should be discouraged even more than domestic Level 3s. However, there are rare times when non-U.S. Level 3 documents should be included. This policy permits limited inclusion, but strongly discourages solicitation of such documents.

FIGURE II-6: Non-U.S. Documents--Policies and Guidelines for Acquiring and Selecting Non-U.S. Documents For the ERIC System

newsletter, etc.); (9) number of returns for each conference solicited; (10) reproducible documents received (versus non-reproducible receipts); (11) organizations tending to submit acceptable documents (versus those submitting rejected documents); (12) organizations submitting documents automatically or periodically on the basis of agreement (periodic reminders or follow-ups to such organizations are necessary).

11. Reporting to Central ERIC

The following statistics for Clearinghouse acquisitions efforts are to be reported to Central ERIC on a quarterly basis and at the annual review: (1) total documents acquired; (2) total solicitations; (3) number of acquired documents solicited; (4) number of acquired documents unsolicited; (5) number of documents selected for RIE; (6) number of documents rejected; (7) number of documents transferred (to other Clearinghouses).

For specifics of Central ERIC's current reporting requirements, see Section 7.3 of the *ERIC Administrative Procedures Manual.*

12. Reporting to the ERIC Facility

The ERIC Clearinghouses are not required to report acquisitions statistics to the ERIC Facility, but they are required to report all new "Acquisitions Arrangements," for inclusion in the annual compilation *ERIC Acquisitions Arrangements.*

New acquisitions arrangements are to be reported using a specific form that provides for all of the categories of information needed, e.g., contact person, level of reproduction permission, where complimentary microfiche should be sent, etc. (See **Figure II-7(A)**).

F. ERIC Facility Acquisitions Program

1. Scope and Purpose

The ERIC Facility Acquisitions Program was initiated for the following reasons:

- to increase the flow of documents to the Clearinghouses from certain sectors (Federal, State, and International);
- to build a foundation of automatic acquisition/distribution arrangements;
- to serve as an expediter for the complex area of Federal Government documents (where being located in the Washington area is important);
- to coordinate network acquisition efforts and limit redundancy and confusion (e.g., by maintaining the *ERIC Acquisitions Arrangements* list);
- to eliminate multiple solicitations by various network components to any one Government agency, state department of education, or other organization dealing broadly with the field of education.

Clearinghouse

Date Submitted

Submitted By

ERIC Acquisitions Arrangements (EAA) List/Update Worksheet

Instructions: 1. Mark one: _____New arrangement _____ Deleted arrangement

_____Changed arrangement (circle what is to be changed)

2. Fill out the worksheet as completely as possible using the guidelines and examples.

3. Return to the ERIC Facility acquisitions Department together with a copy of any Blanket Reproduction Release form received.

ORGA:

ORGB:

ORGC:

ADDRA:

ADDRB:

CITY:

STATE/PROVINCE:

ZIP:

FOREIGN COUNTRY:

CONTACT/TITLE:

CLEARINGHOUSE:

EFFA NO:

STATE DATE:

LEVEL:

AUTHORIZER:

NOTE A:

NOTE B:

SEND MF:

CONFERENCE:

EFAA (7/87)

FIGURE II-7: ERIC Acquisitions Arrangements (EAA) List
A. Reporting New Arrangement to Facility

Facility efforts are concentrated in the following areas: Federal agencies; state departments of education; foreign ministries of education; international and intergovernmental organizations; professional associations or other entities covering education broadly (e.g., NEA).

The Facility makes arrangements with the OERI-sponsored Educational Laboratories** to receive directly all of their reports that are approved for public dissemination. In addition, the Facility receives all Department of Education input from Central ERIC and all unsolicited input arriving at Central ERIC or EDRS. All such documents are assigned to appropriate Clearinghouses for processing. The Facility maintains the *ERIC Clearinghouse Scope of Interest Guide* (see **Appendix A**) on the basis of information received from the Clearinghouses.

The Facility functions in direct support of the Clearinghouses by obtaining the documents of organizations whose programs cover the entire spectrum of education. The Facility also functions in many respects as an agent of Central ERIC. It receives direct requests for action from Central ERIC involving both automatic arrangements and specific documents. It works with Central ERIC to see that all Department of Education internal reports are obtained for the system. Visits to Government agencies to establish arrangements often are made by Central ERIC and Facility staff working together. Special acquisition projects often are assigned to the Facility by Central ERIC.

Facility acquisitions are intended to augment and supplement the main ERIC acquisitions effort, which resides at the Clearinghouses.

2. Sources of Documents

a. Central ERIC

All Department of Education and unsolicited documents acquired by Central ERIC are delivered to the Facility by courier for recording and assignment to Clearinghouses. The Facility is frequently asked by Central ERIC to report on the receipt or status of particular documents and to expedite PRIORITY documents. The Facility requests certain Department of Education documents from Central ERIC by title. The Facility refers all policy questions concerning copyright or reproduction release to Central ERIC. Central ERIC refers organizations and individuals to the Facility for follow-up acquisitions contacts. In some cases, arrangements are initiated by Central ERIC and completed by the Facility.

b. Automatic Distribution Arrangements

(1) ERIC Facility Acquisitions Arrangements (EFAAs)

In its area of responsibility, the Facility routinely contacts education-related organizations in order to establish agreements with them to acquire relevant publications on a regular basis and to secure Blanket Reproduction Releases, where appropriate. When an organization is willing to cooperate, details are worked out and the following steps are taken: (1) a signed release form (if necessary) is obtained; (2) Reply Cards are offered; and (3) informational ERIC materials are sent to the new contributor.

**The OERI-sponsored Research and Development Centers are each assigned to a specific Clearinghouse.

When documents begin arriving: (1) the organization is given a number and listed as an EFAA; and, (2) a copy of all documentation is submitted to Central ERIC. All EFAAs are listed alphabetically in the periodic *ERIC Acquisitions Arrangements* (EAA) list (see **Figure II-7(B)**). EFAAs are monitored continuously to determine whether publications are still being received. Notification of new EFAA arrangements or changes in established arrangements are announced annually in a supplement to the *ERIC Administrative Bulletin* (EAB).

(2) Exchange Arrangements

In order to establish acquisitions arrangements with large international organizations and foreign ministries of education, the Facility is authorized, subject to Central ERIC approval, to offer a complimentary subscription to RIE in exchange for the organization's publications. This type of arrangement is monitored to ensure that ERIC receives a commensurate number of appropriate documents.

(3) Standing Orders

Where possible and appropriate, the Facility enters into standing order arrangements to obtain desired publications not available in other ways.

c. Specific Requests

Many organizations neither maintain distribution lists nor produce enough documents of interest to ERIC to warrant establishing an acquisitions arrangement. Documents from organizations of this type must be acquired on a title-by-title basis. For this purpose, the Facility employs form letters, free copies of ERIC publications, and generally includes a Reproduction Release Form.

Requests for specific titles are generated either by requests from the Clearinghouses or by scanning the serial publications, newsletters, and brochures of organizations within the Facility's scope.

Agency for Instructional Technology
Bloomington, IN 47402
CH: IR START DATE: 88
LEVEL: 2 AUTHORIZER: S. B. Perrin
NOTE: Blanket, scope, cite availability
SEND MF TO: Contributor/Author

Agency for International Development (IDCA)
Clearinghouse on Development Communication
Washington, DC 20037
CH: IR START DATE: 80
NOTE: Federal agency, Level 1 for federally funded reports
SEND MF TO: Contributor/Author

Agency for International Development (IDCA)
Office of Women in Development
Washington, DC 20523
EFAA: 23 START DATE: 82
LEVEL: 1 AUTHORIZER: P. Goddard
NOTE: Federal agency, monitor & request
SEND MF TO: Contributor/Author

Agricultural Research Service (DOA)
Hyattsville, MD 20782
EFAA: 58 START DATE: 73
LEVEL: 1 AUTHORIZER: P. Turner
NOTE: Federal Agency, automatic
SEND MF TO: Contributor/Author

Air Force Human Resources Lab. (DOD)
Brooks AFB, TX 78325
EFAA: 86 START DATE: 75
LEVEL: 1
NOTE: Federal agency, automatic for reports produced by AFHRL
SEND MF TO: Contributor/Author

Akron Public Schools
Dept. of Research and Evaluation
Akron, OH 44308
CH: TM START DATE: 85
LEVEL: 1 AUTHORIZER: D. W. McCarthy
NOTE: Blanket
SEND MF TO: Contributor/Author

Alabama Center for Higher Education
Birmingham, AL 35203
CH: HE START DATE: 83
LEVEL: 1 AUTHORIZER: C. Bray
NOTE: Blanket, monitor & request
SEND MF TO: Contributor/Author

Alabama Public Library Service
Montgomery, AL 36130
CH: IR START DATE: 90
LEVEL: 1 AUTHORIZER: H. Dent
NOTE: Blanket
SEND MF TO: Contributor/Author

Alabama State Dept. of Education
Montgomery, AL 36130
EFAA: 229 START DATE: 81
LEVEL: 1 AUTHORIZER: W. Teague
NOTE: Blanket
Alabama Information Development System
SEND MF TO: Contributor/Author

Alabama State Dept. of Education
Div. of Vocational Education Services
Montgomery, AL 36130
CONTACT: James Kendrick, Coordinator
CH: CE START DATE: 88
LEVEL: 1 AUTHORIZER: S. B. Franks
NOTE: Blanket
SEND MF TO: Contributor/Author

Alabama University
Evaluation and Assessment Laboratory
Birmingham, AL 35487
CH: TM START DATE: 90
LEVEL: 1 AUTHORIZER: M. Glowacki
NOTE: Blanket
SEND MF TO : Organization Contact

Alabama University
Inst. of Higher Education Research and Services
University, AL 35486
CH: HE START DATE: 81
LEVEL: 1 AUTHORIZER: T. Owings
NOTE: Blanket, scope
SEND MF TO: Contributor/Author

Alaska State Commission on Postsecondary Education
Juneau, AK 99811
CH: JC START DATE: 84
LEVEL: 1 AUTHORIZER: R. A. Phipps
NOTE: Blanket
SEND MF TO: Contributor/Author

Alaska State Commission on the Status of Women
Anchorage, AK 99503
CH: RC START DATE: 85
LEVEL: 1 AUTHORIZER: B. Baker
NOTE: Blanket, monitor & request
SEND MF TO: Contributor/Author

Alaska State Dept. of Education
Juneau, AK 99811
EFAA: 158 START DATE: 78
LEVEL: 1 AUTHORIZER: K. R. Crane
NOTE: Blanket, automatic
SEND MF TO: Contributor/Author

Alaska State Dept. of Education
Office of Adult and Vocational Education
Juneau, AK 99811
CH: CE START DATE: 88
LEVEL: 1 AUTHORIZER: V. Jackson
NOTE: Blanket
SEND MF TO: Contributor/Author

FIGURE II-7(B): ERIC Acquisitions Arrangements (EAA)
B. Sample Page (of Annual List)

(1) **Clearinghouse Requests**

Clearinghouses are requested to ask the Facility for documents they wish to obtain from any organization with which the Facility has an existing arrangement, or from any branch of the Federal Government. The Facility will either obtain the documents or let the Clearinghouse know if they are unavailable. Occasionally, Central ERIC also requests the Facility to obtain specific titles.

(2) **Scanning**

Serial publications, newsletters, and brochures of the organizations within the Facility's scope are regularly scanned. *GPO's Monthly Catalog of U.S. Government Publications* is reviewed cover-to-cover every month for education-related documents. NTIS's *Government Reports Announcements* (GRA) is also regularly scanned (particularly Section 5) for this purpose. In each case, the Facility first attempts to obtain relevant documents from the original source before considering purchase.

Publication lists, news releases, etc., outside the Facility's scope of interest are forwarded to the appropriate Clearinghouses.

3. **Assignment of Documents to Clearinghouses**

All documents received by the Facility are assigned to the single most appropriate Clearinghouse for evaluation and selection. The proper assignment is determined by reference to the Facility-maintained *ERIC Clearinghouse Scope of Interest Guide* (**see EPM, Appendix A**). When a document overlaps the scope of two or more Clearinghouses, the Facility assigns the document to the Clearinghouse with, in its judgment, the strongest claim to jurisdiction over the subject matter of the document. However, a copy of the title page is transmitted to the other interested Clearinghouses, together with a sticker (**Figure II-8**) indicating where the basic assignment was made. The sticker serves to alert those Clearinghouses that might like to question the assignment; it also tells the Clearinghouse receiving the document that care should be taken in indexing to reflect the interests of the related Clearinghouses.

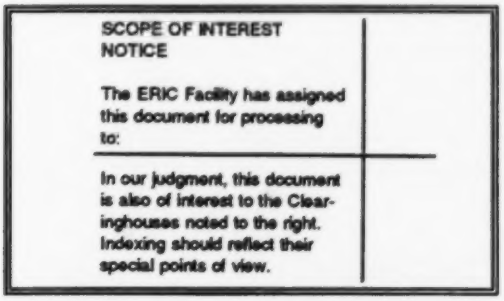

SCOPE OF INTEREST NOTICE
The ERIC Facility has assigned this document for processing to:
In our judgment, this document is also of interest to the Clearinghouses noted to the right. Indexing should reflect their special points of view.

FIGURE II-8. Scope Overlap Sticker

No selection decisions are made at the Facility. All documents received are assigned. Even flyers, brochures, news releases, and handouts are forwarded to the Clearinghouses for their information value (though such materials are not part of the statistical count of documents assigned).

4. ***ERIC Acquisitions Arrangements*** **(EAA) Systemwide List**

The Facility publishes annually a cumulative systemwide list of all Clearinghouse and Facility acquisitions arrangements (**see Figure II-7B** for a sample page). Entries cite the name of the organization, location, date arrangement began, level of reproduction release, authorization, authorizing person, and any additional explanatory notes. The list includes all organizations whose materials are regularly and routinely acquired by ERIC and its use helps to prevent duplicate acquisitions efforts and to facilitate the exchange of release forms.

In soliciting new ERIC Partners or new ERIC Acquisitions Arrangements, Clearinghouses should always first check the *ERIC Acquisitions Arrangements* (EAA) list and its supplements. Organizations already listed in the EAA as arrangements of the ERIC Facility or of another ERIC Clearinghouses should not be contacted without the prior approval of the components claiming them.

Changes, additions, and dilemmas to the EAA should be reported to the ERIC Facility using the special form designed for this purpose (**see Figure II-7(A)** "ERIC Acquisitions Arrangements (EAA) List Update Worksheet." Acquisitions Coordinators at the Clearinghouses should send a completed copy of this form, together with any accompanying blanket release form, to the ERIC Facility whenever changes occur in arrangements.

5. **Standard Forms Used By the Facility**

A number of forms, cards, and stickers or labels are used by the Facility to help expedite work flow, as follows:

a. **Form Letters**

The Facility uses several form letters to serve a variety of recurring needs: e.g., "Request for Specific Document(s);" "General Solicitation;" "Thank You Letter" (**see Figures II-10(A-C)**).

b. **Reply Cards**

The Facility has a Standard Reply card form that is often used when disposition information is requested by the contributor. These forms are provided upon request to contributors to affix to incoming documents. (**See Figure II-3.**)

c. **Reproduction Release Forms (Blanket and Individual)**

The Facility is responsible for the two Reproduction Release Forms used by the system. Modifications are made at Central ERIC's direction and supplies of both forms are stocked by the Facility. (**See Figures II-5 (A-B)** previously listed.)

6. Recordkeeping

The acquisitions effort requires the creation of several specific files. Only those most relevant to external ERIC components will be described here.

a. In-Process File

An automated title file is maintained of all documents coming into the Facility, whether solicited or unsolicited. This file records the title, date received, Clearinghouse assignment, and any other important information, providing a duplicate check and location control over all Facility receipts.

b. Acquisitions Arrangements File

Individual file folders are kept on each formal acquisitions arrangement, including all correspondence and all Blanket Reproduction Release information.

7. Reporting to Central ERIC

The following regular reports are provided to Central ERIC:

- Acquisitions Department activities and statistics are reported in the monthly *Facility Report* to Central ERIC.
- Acquisitions statistics are summarized by source in the quarterly *Acquisitions Summary Report*.
- Special *ad hoc* acquisition reports may be requested periodically throughout the year by Central ERIC, e.g., foreign receipts, practitioner-oriented materials, etc.

8. Miscellaneous

a. National Diffusion Network (NDN)

The Facility cooperates with NDN in an effort to see that all NDN documents are considered for input to ERIC.

b. Alerting Services

Occasionally, the Facility engages in activities calculated to alert the Clearinghouses to new publications of interest, e.g., Baker & Taylor Current Awareness Service, etc. In all such cases, the responsibility for deciding upon further acquisitions action rests with the Clearinghouse.

c. Program Effectiveness Panel (PEP)

The Program Effectiveness Panel (PEP) is a continuation of the previous Joint Dissemination Review Panel (JDRP)--both are efforts to identify successful projects whose results can be validated.

ERIC cooperates with PEP in an effort to receive packages of project reports, project-descriptive materials, and sample outputs, that can be entered into the ERIC database and archived on microfiche as resource materials for research on successful projects.

G. *Current Index to Journals in Education* (CIJE)

CIJE covers journal articles, not documents. Therefore, acquisitions efforts for CIJE are concerned with arranging subscriptions for appropriate journals.

The CIJE Publisher maintains a complete list of all journals currently covered on a regular basis, comprehensively or selectively. This list is published as the "Source Journal Index" in each monthly issue of CIJE. The "Source Journal Index" cites for each journal, the publisher, publisher address, frequency, price, ISSN number, assigned Clearinghouse, and whether the journal is covered comprehensively.

Each journal covered is assigned, on the basis of its subject matter, to a particular ERIC Clearinghouse. In most cases, Clearinghouses "assign" journals to themselves by volunteering to cover a particular journal.

Journals that cover more than one area of the field of education, that fall outside the scope of any existing Clearinghouse, or that cover the field of education broadly, are "assigned" by an informal process of negotiation often involving Central ERIC, the ERIC Facility, and the most relevant Clearinghouses.

A Clearinghouse that accepts responsibility for a particular journal must subscribe to the journal (or obtain a complimentary subscription) and must ensure that all issues are obtained and screened. (**See Figure II-11-G** for a typical Clearinghouse request for a complimentary journal subscription). *A Clearinghouse responsible for a given journal is responsible for <u>all</u> education-related articles in that journal and not just for those within its scope.*

The selection of new journals is the responsibility primarily of the Clearinghouses; however, a new journal may be nominated for coverage by any ERIC component. Information concerning a candidate journal should be sent, together with any supporting information, to the relevant Clearinghouse. If the relevant Clearinghouse cannot be determined, the candidate should be sent to the ERIC Facility which, in conjunction with Central ERIC, will make this determination.

This responsibility for deciding whether to cover a new journal rests with the Clearinghouses. When the total number of journals covered by CIJE is considered by the CIJE Publisher to be at or close to the maximum, it may be necessary to delete a more marginal journal in order to add a more significant journal.

Journals covered by CIJE can be classified into three groups:

1. Comprehensively Covered Journals

Journals of high quality that are concerned entirely with the field of education are processed "cover-to-cover," i.e., all significant articles are cataloged and indexed. This excludes editorials, letters to the editor, schedules of events, newsletters, book reviews, regular columns, and advertising. It is useful to the practicing educator, reference librarian, educational researcher, or other user to be assured that all articles in such journals will be indexed by CIJE. Such journals are indicated by an asterisk in the *"Source Journal Index."*

2. Selectively Covered Journals

Journals of high quality that, while not concerned entirely with education, regularly contain some education-related articles, are processed selectively, i.e., articles *not* related to education are excluded, as are the miscellaneous types of materials referred to above in the explanation of comprehensive coverage. Conversely, all education-related articles appearing in such journals *are* covered. Journals covered selectively appear in the *"Source Journal Index"* without an asterisk.

3. "Oneshot" Journals

Journals of high quality that occasionally may contain an article related to education are covered on a "oneshot" basis. These journals are not regularly monitored or indexed by any Clearinghouse. Detecting a relevant article in such a journal will often be accidental and fortuitous. It is permissible for a Clearinghouse to input any good quality, education-related article that may be found in a journal not regularly covered by CIJE. Journals of this type, from which oneshot articles are chosen, do not appear in the "Source Journal Index."

Articles of this type should be identified by writing "oneshot" in the comments column of the Clearinghouses Accession Log Sheet.

If the journal from which the "oneshot" article is being taken is not well known, it may be helpful to the user to include in the cataloging the address of the journal. This decision is up to the Clearinghouse.

If a Clearinghouse finds that it is indexing one or more articles from each issue of such a journal, it should consider the journal for possible selective coverage status.

H. Acquisitions Data Report (ADR) for Duplicate Checking

1. General

Because of the decentralized nature of the ERIC system, it is necessary to devise an effective way for each Clearinghouse to be able to check on documents that are being processed by other Clearinghouses. The differing subject specializations of each Clearinghouse are not enough to avoid potential duplicate processing efforts. Document topics often overlap Clearinghouse scope areas and it is not unusual for two or more Clearinghouses to feel equally justified in processing the same document.

The *Acquisitions Data Report* (ADR) is intended to eliminate the processing of duplicate documents. The ADR is a file of titles representing documents recently acquired by the Clearinghouses that are still "in process." Documents may be at virtually any stage of the processing cycle: evaluation, selection, reproduction release, accessioning, cataloging, indexing, abstracting, document preparation (for filming), etc. The minimum requirement is that a document must at least have been assigned a temporary Clearinghouse Accession Number, since that is its basic identifying "tag" in the ADR system.

"In-Process" document titles are reported to the ERIC Facility preferably at least twice a month. The Facility combines all Clearinghouse reports into a single alphabetic file, asterisks the "potential duplicates," and feeds back a "potential duplicates" report to the Clearinghouses.

The purpose of the ADR is to provide a mechanism for the ERIC Clearinghouses to identify documents that other ERIC units are processing, in order to avoid duplicate processing of those same documents. When a Clearinghouse finds that a document it has obtained is also being processed by another Clearinghouse, it should contact the other Clearinghouse to negotiate which should most appropriately process the document in question. Automated duplicate checking is currently done on the basis of document title, the one data element that all documents have and therefore the best method of identifying potential duplicates. Titles are matched against each other, with titles having thirty identical characters being tagged as "potential duplicates," (with the final determination to be made intellectually).

2. Accessibility

The ADR is accessible to the Clearinghouses in two forms:

a. An online file of all in-process titles reported for the past year. The online ADR is a real-time online system enabling Clearinghouses to interrogate and update the file daily or weekly, as they choose. The online ADR file is housed on a microcomputer at the ERIC Facility. This microcomputer operates 24 hours a day, 7 days a week, so that it can be accessed by a Clearinghouse at any time. Clearinghouses can interrogate the file for individual titles and can add individual titles to the file, both in real time. Clearinghouses also can choose to add titles in a batch file to the ADR. When the batch file update option is selected, the update process takes place during the upcoming evening hours, after 11 p.m. A Clearinghouse can obtain a report on duplicates in the previous night's input by dialing into the system the next day.

b. A monthly printed form consisting of an alphabetic display of all titles reported for a running six-month prior period (e.g., January-June, February-July, March-August, etc.)

3. Sample ADR Records (CH#, Pagination, Date, Disposition, Title)

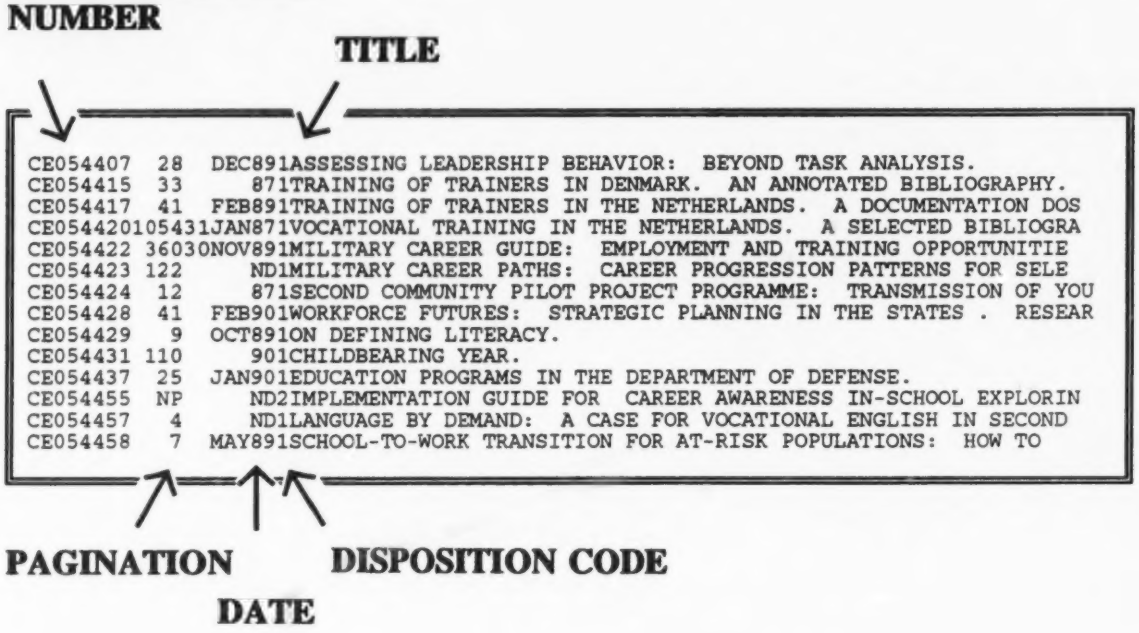
The following text describes the format of individual ADR records. The record format remains the same whether records are being reported to the Facility in paper form, on a floppy disk (as a straight ASCII file), via an online transmission at the same time as RIE/CIJE data (but as a separate file), or directly into the ADR online system. the ERIC Facility will accept ADR data via any of the above routes.

An ADR title record consists of a single string of data, 80 characters in length, made up of five distinct elements, as follows:

Dedicated Characters	Data	Example
8	**Clearinghouse Accession Number** (two alpha, six numeric) Begins in **Position 1**. Unique identifying number; should never be repeated.	CE123456
4	**Pagination** Begins in **Position 9**, immediately after the accession number. All numerics, right justified within the allocated space. In the case of a document with numbered pages, use the last numbered page. In the case of an unnumbered document, estimate the pages as closely as possible.	325
7	**Publication Date (DDMMMYY)** Begins in **Position 13** immediately after the Pagination. Right justify with the allocated space. Do not use brackets or parentheses for supplied dates. If a document has no date and none can be inferred from internal evidence, it is acceptable to record "ND" (no date).	09MAY92
1	**Disposition** **Position 20** 1 = Selected for RIE. Immediate processing possible 2 = Selected for RIE. Processing delayed; must be held for release or other temporary reason. 3 = Selected for RIE. Processing could not be completed.	1
60	**Title** Begin in **Position 21**. Record as much of the title as will fit in the 60 spaces allotted for it. Do not stop prematurely. Leading articles (a, an, the) are ignored by the system for filing and duplicate checking purposes.	America 2000

The purpose behind including Pagination and Publication Date in ADR records is to provide some additional bibliographic elements that might help distinguish between two or more items having the same title.

Since ADR records are often created by clerical or secretarial staff, titles should simply be recorded as shown on the document, without undue concern about following complicated cataloging rules, e.g., parallel titles, series titles, English translations of foreign titles, etc. that might come into play later if the document is processed.


CLEARINGHOUSE NUMBER
TITLE
CE054407 28 DEC891ASSESSING LEADERSHIP BEHAVIOR: BEYOND TASK ANALYSIS.
CE054415 33 871TRAINING OF TRAINERS IN DENMARK. AN ANNOTATED BIBLIOGRAPHY.
CE054417 41 FEB891TRAINING OF TRAINERS IN THE NETHERLANDS. A DOCUMENTATION DOS
CE05442010543 1JAN871VOCATIONAL TRAINING IN THE NETHERLANDS. A SELECTED BIBLIOGRA
CE054422 36030NOV891MILITARY CAREER GUIDE: EMPLOYMENT AND TRAINING OPPORTUNITIE
CE054423 122 ND1MILITARY CAREER PATHS: CAREER PROGRESSION PATTERNS FOR SELE
CE054424 12 871SECOND COMMUNITY PILOT PROJECT PROGRAMME: TRANSMISSION OF YOU
CE054428 41 FEB901WORKFORCE FUTURES: STRATEGIC PLANNING IN THE STATES . RESEAR
CE054429 9 OCT891ON DEFINING LITERACY.
CE054431 110 901CHILDBEARING YEAR.
CE054437 25 JAN901EDUCATION PROGRAMS IN THE DEPARTMENT OF DEFENSE.
CE054455 NP ND2IMPLEMENTATION GUIDE FOR CAREER AWARENESS IN-SCHOOL EXPLORIN
CE054457 4 ND1LANGUAGE BY DEMAND: A CASE FOR VOCATIONAL ENGLISH IN SECOND
CE054458 7 MAY891SCHOOL-TO-WORK TRANSITION FOR AT-RISK POPULATIONS: HOW TO
PAGINATION
DISPOSITION CODE
DATE

4. How to Report ADR Data

ADR title records for in-process documents may be reported in paper form on the ADR Input Form (**see Figure II-9(A) and (B)**) or, preferably, in machine-readable equivalent records. The machine-readable records may be sent to the Facility on floppy disk, as a component of the regular weekly online transmission of RIE/CIJE data, or as an update (individual title or batch of titles) to the ADR online system.

Section IX of the *ERIC Processing Manual*, on "Data Entry," covers ADR data entry in complete detail. The ADR online has its own separate explanatory documentation. Basically the file of titles to be reported should be created and identified separately on the Clearinghouse's microcomputer. The Clearinghouse should then connect with the ADR online and, following the instructions provided by the system, transmit the new title file data.

BASIC INFORMATION

ADR Online Telephone Number: 1-301-417-0963
(Keyed as: **ATDT13014170963** Long Distance; **ATDT4170963** (Local MD Area)

ID: Each ERIC Component will be identified by their standard two-character prefix, e.g., CE, CS, etc. The system also asks for the CH Prefix directly at a later point.

PASSWORD: Each ERIC Component will be assigned *up* to a six-character Password. For mnemonic purposes, this Password will be based on the Director's name, e.g., "*Rudner.*" Individual users will not be specifically identified.

Time Allotment: Each user will be allotted no more than 30 minutes per session in order to prevent any one user from tying up the system excessively.

FIGURE II-9A - ADR Input Form

MONTH (NUMERIC) _____ DATE COMPLETED _____ PREPARER _____ SHEET ____ OF ____

ERIC CLEARINGHOUSE – ACQUISITIONS DATA REPORT FORM

CLEARINGHOUSE ACCESSION NO. (8 Chars.)	PAGES (4 Chars.)	PUBLICATION DATE (7 Chars.)	Dispersion	TITLE (80 Chars.) ☐ New Records ☐ Changes to Existing Records ☐ Deletions
1 8	9 12	13 19	20	21 30 40 50 60 70 80

EFF-18 (2/77)

Disposition Codes (Mandatory): 1 = Selected for RIE – Immediate Processing Possible
2 = Selected for RIE – Processing Delayed, Must Be Held for Release or Other Reason
3 = Selected for RIE – Processing Could Not Be Completed (For Reason Consult Clearinghouse)

MONTH (NUMERIC) _____ DATE COMPLETED _____ PREPARER _____ SHEET ____ OF ____

ERIC CLEARINGHOUSE – ACQUISITIONS DATA REPORT FORM

SAMPLE ENTRIES:	CLEARINGHOUSE ACCESSION NO. (8 Chars.)	PAGES (4 Chars.)	PUBLICATION DATE (7 Chars.)	Disposition	TITLE (60 Chars.)
	1 8	9 12	13 19	20	21 30 40 50 60 70 80
BLOCK PRINTED →	AA123456	9999	15MAY77	1	FEDERAL TEXTBOOK ON CITIZENSHIP, OUR CONSTITUTION AND VOL. 1
TYPED →	AB987654	210	JUN78	2	CROSS-CULTURAL APPROACHES: READINGS IN LINGUISTICS

RULES FOR ENTRY OF DATA:

1. Data may be block lettered or typed. When lettering, follow the indicated spacing for clarity. When typing, the space marks may be ignored.
2. Observe the maximum number of characters indicated in the column heading for each of the fixed length fields (columns 1-20).
3. Punctuation and special characters may be used only in the title field.
4. Pagination need not be exact, but may be the number given on the last sequentially-numbered page of the document. Unpaginated documents should be described as "NP" (not paginated), if over 10 pages. Pagination here is intended only to provide a basis for comparison between two or more potential duplicates.
5. Recording of a "Disposition Code" is optional. Clearinghouses should use the ADR for all RIE candidates, but may use it for other accessions as well.
6. Enter the title exactly as it appears on the document, including initial articles, punctuation, and special characters (e.g., quotation marks, parentheses). This simple rule will facilitate both the original making of entries and the later comparison of titles. A maximum of 60 characters of the title will be recorded. If you should type more than 60 characters on the form, the excess characters will be deleted. Documents with titles that are the same for their entire length, or for more than 60 characters, should be distinguished from one another by title truncation and the addition of some distinguishing data, e.g., Vol. 1, Vol. 2, etc.

ERIC CLEARINGHOUSE ACQUISITIONS DATA — OCT 91 — PAGE 28

TITLE	ACCESS NO	PAGES	PUB.DATE	DISP	ENT.DATE
ECONOMIC COMPETITIVENESS AND INTERNATIONAL KNOWLEDGE. SPEC	HE024076	54	JAN89	1	*01-91
ECONOMIC COMPETITIVENESS AND INTERNATIONAL KNOWLEDGE. SPEC	HE024077	46	FEB89	1	*01-91
ECONOMIC DEVELOPMENT THROUGH TECHNOLOGY TRANSFER: THE ROLE O	FL019238	15	ND	1	08-91
ECONOMIC IMPACT OF JOHNSON COUNTY COMMUNITY COLLEGE ON	JC910408	25	APR91	1	10-91
ECONOMIC IMPACT OF THE COMMUNITY COLLEGE SYSTEM ON THE S	JC910419	34	AUG91	1	10-91
ECONOMIC LITERACY IN THE UNITED STATES, GERMANY AND AUSTRIA	S0021499	NP	90	1	08-91
ECONOMIC, POLITICAL, AND SOCIAL ISSUES THAT AFFECT THE GRONT	IR015156	5	91	1	07-91
ECONOMIC PRODUCTIVITY AND ADAPTABILITY FOUR STATE-OF-THE ART	RC018189	102	MAR91	1	06-91
ECONOMICS.	S0030476	NP	89	1	*11-90
ECONOMICS AND ENTREPRENEURSHIP. TEACHING STRATEGIES. MASTER	CE056399	169	91	2	*12-90
ECONOMIC VALUES IMPLICIT IN THE SOCIAL CONSTRUCTION OF AMERI	HE024595	52	APR91	1	06-91
ECOSISTEMAS URBANOS: LIBRO DEL MEDIO AMBIENTE 4/URBAN ECOSYS	FL019728	400	82	1	10-91
EDITORS AND HARDWARE: THREE CASE STUDIES IN TECHNOLOGY AND N	CS507473	115	MAY89	1	07-91
EDUCATED TO BE INVISIBLE: THE GAY AND LESBIAN ADOLESCENT.	CG023530	25	89	1	08-91
EDUCATING AFRICAN AMERICAN MALES: A DREAM DEFERRED.	UD028212	59	MAY90	2	08-91
EDUCATING BLACK MALE YOUTH: A MORAL AND CIVIC IMPERATIVE.	S0021412	48	88	1	06-91
EDUCATING COAST GUARD OFFICERS.	HE024915	14	NOV90	1	09-91
EDUCATING COUNSELORS IN VOCATIONAL GUIDANCE: THE PROCESS AN	CE058538	26	JUN91	1	08-91
EDUCATING CULTURALLY AND LINGUISTICALLY DIVERSE PRESCHOOLERS	PS019688	35	91	1	06-91
EDUCATING FOR A CHANGE.	CE059120	206	91	1	*10-91
EDUCATING FOR A CHANGE. AN ANC SKILLSHOP IN POPULAR EDUCATIO	CE059122	82	90	1	*10-91
EDUCATING FOR A CHANGE. A SKILLSHOP FOR COMMUNITY EDUCATORS	CE059124	112	88	1	*10-91
EDUCATING FOR A CHANGE. A SKILLSHOP FOR IMMIGRANT COMMUNITY	CE059123	94	JUL90	1	*10-91
EDUCATING FOR A CHANGE. A SKILLSHOP FOR TRADE UNION EDUCATOR	CE059121	74	89	1	*10-91
EDUCATING FOR CITIZENSHIP: AN URGENT PRIORITY!	S0021311	42	90	1	05-91
EDUCATING R.N.S FOR THE BACCALAUREATE. PROGRAMS AND ISSUES.	HE024600	230	MAY90	1	06-91
EDUCATING STUDENTS WITH SEVERE DISABILITIES IN GENERAL EDUCA	EC300631	30	91	1	10-91
EDUCATING THE CONSUMER ABOUT ADVERTISING: SOME ISSUES. ERIC	CS507465	2	91	1	07-91
EDUCATION 2000: A VISIONARY ODYSSEY. OSSC REPORT.	EA022795	9	91	1	05-91
EDUCATION, ADJUSTMENT, AND DEMOCRACY IN LATIN AMERIC	EA022547	71	NOV90	2	*01-91
EDUCATION, ADJUSTMENT, AND DEMOCRACY IN LATIN AMERICA.	S0021478	71	NOV90	1	*08-91
EDUCATION AGENDA FOR MINNESOTA: THE CHALLENGES TO OUR COMM	EA023139	23	MAR91	1	07-91
EDUCATIONAL ASSESSMENT AND EARLY INTERVENTION FOR HANDICAPPE	EC300259	68	87	1	05-91
EDUCATIONAL AUTOBIOGRAPHIES OF FEMINIST TEACHERS.	CS212898	10	MAR91	1	07-91
EDUCATIONAL CHOICE IN WASHINGTON STATE: A CASE OF CHOICE.	EA023006	28	DEC90	1	06-91
EDUCATIONAL CHOICE: ISSUES FOR POLICYMAKERS.	EA023216	70	DEC90	1	09-91
EDUCATIONAL CHOICE—THINKING IT THROUGH. INSIGHTS ON EDUCA	EA022762	4	89	1	05-91
EDUCATIONAL COMPUTING AND TEACHERS: CHANGING ROLES, CHANGING	IR015154	9	91	1	07-91
EDUCATIONAL COMPUTING SOCIAL FOUNDATIONS: A SYMPOSIUM	IR015153	2	91	1	07-91
EDUCATIONAL DECISIONS, FAMILY BACKGROUND AND TRACKING IN THE	S0021553	35	91	1	08-91
EDUCATIONAL DISADVANTAGES OF VIETNAMESE AMERASIANS IN COMP	FL019144	14	JAN90	2	05-91
EDUCATIONAL EMPOWERMENT: A FORMATIVE LOOK AT CHOICE AND EQUI	SP033174	28	APR91	1	07-91
EDUCATIONAL EQUITY IN THE THIRD WAVE: TECHNOLOGY EDUCATION F	S0021676	14	86	1	10-91
EDUCATIONAL EVALUATION AND REFORM STRATEGIES. COUNTRY REPO	EA023345	36	90	1	10-91
EDUCATIONAL EXCELLENCE THROUGH EFFECTIVE SCHOOL LIBRARY MEDI	IR053721	17	89	1	07-91
EDUCATIONAL EXCHANGES BETWEEN THE UNITED STATES AND THE SO	EA022839	10	DEC89	1	05-91
EDUCATIONAL EXPENDITURE PATTERNS IN A REGION OF ONTARIO,	EA022955	52	90	1	06-91
EDUCATIONAL GUIDANCE FOR ADULTS. IDENTIFYING COMPETENCIE	CE058149	63	91	1	06-91
EDUCATIONAL IMPACT OF THE APPOINTMENT OF FULL-TIME TRAIN	IR053680	102	90	1	06-91
EDUCATIONAL IMPLICATIONS FOR GIFTED STUDENTS IN THE MIDDL	EC300321	20	90	1	06-91
EDUCATIONAL INTERPRETING FOR DEAF STUDENTS: REPORT OF THE NA	EC300257	50	89	1	05-91
EDUCATIONAL LEADERSHIP IN ALBERTA: A STUDY CONDUCTED ON BE	EA022916	122	JAN91	1	06-91
EDUCATIONAL LEVEL OF ILLITERACY RATES OF MOTHERS AND STEP-	FL019145	21	JAN90	2	05-91
EDUCATIONALLY APPROPRIATE KINDERGARTEN PRACTICES. NEA EARLY	PS020049	112	91	1	10-91
EDUCATIONAL PERSPECTIVES. JOURNAL OF THE COLLEGE OF EDUCATI	UD028070	40	89	2	05-91
EDUCATIONAL PLACEMENTS FOR GRADUATES OF PRESCHOOL PROGRAMS F	RC018190	15	18MAR90	2	06-91
EDUCATIONAL PLANT SURVEY: SEMINOLE COMMUNITY COLLEGE.	JC910354	62	23JUN89	1	08-91
EDUCATIONAL PROGRAMS FOR GIFTED AND TALENTED CHILDREN. GUIDE	EC300368	34	89	1	07-91
EDUCATIONAL PROGRAMS THAT WORK: A COLLECTION OF PROVEN EXEM	UD027808	22	89	2	*12-90
EDUCATIONAL PROGRAMS THAT WORK. A COLLECTION OF PROVEN EXEMP	IR014823	20	89	1	*12-90
EDUCATIONAL PROVISION IN NEW ZEALAND FOR CHILDREN WITH LEARN	EC300253	41	88	1	05-91
EDUCATIONAL REFORM IN THE 1980'S: EXPLAINING SOME SURPRISI	EA023000	31	SEP90	1	06-91
EDUCATIONAL RESOURCE GUIDE.	EC300221	320	DEC90	1	05-91
EDUCATIONAL STATISTICS YEARBOOK OF CHINA, 1989	TM017237	347	1JAN89	1	10-91
EDUCATIONAL TECHNOLOGY AND THE RESTRUCTURING MOVEMENT: LESSO	IR014861	7	90	1	*02-91
EDUCATIONAL TECHNOLOGY: COMPUTER-BASED INSTRUCTION. HEARING	IR053781	177	18JUN91	1	10-91
EDUCATIONAL TECHNOLOGY CURRICULUM THEORY: TOWARD A NEW LANGU	IR015158	2	91	1	07-91
EDUCATIONAL TECHNOLOGY IN THE KINDERGARTEN THROUGH TWELFTH G	IR015251	54	AUG90	1	09-91
EDUCATIONAL TRENDS IN SOUTH CAROLINA	TM017080	86	1JUN91	1	*08-91
EDUCATIONAL TRENDS IN SOUTH CAROLINA	TM016125	89	1MAY90	1	*03-91
EDUCATIONAL UPGRADING OF BILINGUAL REFUGEE WORKERS IN MINNES	CE058271	183	JUN91	1	07-91
EDUCATION--AN ANNOTATED BIBLIOGRAPHY OF CURRENT ISSUES (JANU	IR014908	82	89	1	*03-91
EDUCATION--AN ANNOTATED BIBLIOGRAPHY OF CURRENT ISSUES (JANU	IR014932	172	JAN91	1	*03-91
EDUCATION--AN ANNOTATED BIBLIOGRAPHY OF CURRENT ISSUES (JULY	IR014910	120	90	1	*03-91
EDUCATION--AN ANNOTATED BIBLIOGRAPHY OF CURRENT ISSUES (OCTO	IR014909	137	90	1	*03-91
EDUCATION AND BILINGUALISM	FL019496	147	87	2	08-91
EDUCATION AND LIFESTYLE OF THE CHINESE LITERATI.	S0021359	NP	88	1	06-91
EDUCATION AND OCCUPATIONAL MOBILITY. TECHNICAL PAPER NO. 5.	CE058262	19	OCT89	1	07-91
EDUCATION AND PRIMARY HEALTH CARE. UNESCO-UNICEF CO-OPERATIV	PS019417	143	MAR86	1	05-91
EDUCATION AND SOCIETY: ISSUES FOR THE 90S.	S0021120	46	90	1	*01-91
EDUCATION AND SOCIETY: ISSUES FOR THE 90S. PROCEEDINGS. ANN	CE056203	46	APR90	2	*11-90
EDUCATION AND TRAINING FOR WORK: THE POLICY INSTRUMENTS AND	CE057602	62	APR91	1	05-91

FIGURE II-9B - Printed ADR (Sample Page)

ERIC®
PROCESSING AND REFERENCE FACILITY
1301 PICCARD DRIVE, SUITE 300, ROCKVILLE, MARYLAND 20850-4305
(301) 258-5500

OPERATED FOR THE U.S. DEPARTMENT OF EDUCATION *by* ARC Professional Services Group, Information Systems Division

Dear Regular Contributor:

We have recently seen a reference to the document(s) listed below. We would like to obtain a complimentary copy to consider for announcement in ERIC's monthly abstract journal *Resources in Education* (RIE) and possible inclusion in the ERIC database.

The document(s) requested is/are:

Please send the above document(s) to the ERIC Facility to the attention of the Acquisitions Department. We appreciate your attention to this request. Should you have any questions, do not hesitate to call.

Sincerely yours,

[Name]
[Position]

FIGURE II-10: ERIC Facility Form Letter
A. Request for Specific Document (by Title)

ERIC® PROCESSING AND REFERENCE FACILITY
1301 PICCARD DRIVE, SUITE 300, ROCKVILLE, MARYLAND 20850-4305
(301) 258-5500

OPERATED FOR THE U.S. DEPARTMENT OF EDUCATION *by* ARC Professional Services Group, Information Systems Division

Dear Colleague:

The Educational Resources Information Center (ERIC) is a nationwide computer-based information system sponsored by the Office of Educational Research and Improvement (OERI). One of ERIC's functions is to collect documents relevant to the field of education for announcement in its monthly abstract journal *Resources in Education* (RIE). Documents selected for RIE are made available to the educational community in paper copy and/or microfiche through the ERIC Document Reproduction Service (EDRS).

There are numerous advantages to having a document in ERIC, e.g., it receives broad announcement within the educational community, it becomes available for retrieval on ERIC's online database, it is filmed and placed on microfiche for archival purposes, and after your supply of the document is depleted, you may refer requests for it to EDRS.

We would appreciate receiving a complimentary review copy of the document(s) listed below for possible announcement in RIE and inclusion in the ERIC database.

Please send the above document(s) to the ERIC Facility to the attention of the Acquisitions Department. We appreciate your attention to this request. Should you have any questions, do not hesitate to call.

Sincerely yours,

[Name]
[Position]

FIGURE II-10: ERIC Form Letter
B. General Solicitation

ERIC® ACKNOWLEDGMENT

Thank you for sending your document(s) or journal(s) to ERIC.

We appreciate your contribution. This material will be assigned to the most appropriate ERIC Clearinghouse, where it will be evaluated for possible announcement in *Resources in Education* (RIE) or *Current Index to Journals in Education* (CIJE), as appropriate. Please allow for normal publishing lead times between receipt of the material and, if selected, announcement by ERIC.

If you have available or develop other materials you believe would be of interest to educators, please send them to the ERIC Facility.

Thank you for your interest in ERIC.

Acquisitions Librarian
ERIC Processing and Reference Facility
1301 Piccard Drive, Suite 300
Rockville, Maryland 20850-4305
Telephone: (301) 258-5500

4-92

FIGURE II-10: ERIC Form Letter
C. "Thank You" Letter

_____ (Clearinghouse)

_____ (Date Requested)

_____ (Requested By)

CLEARINGHOUSE ACQUISITIONS REQUEST
(To the ERIC Facility)

A. Document Requested

1. Title: _____

2. Publication Date: _____

3. Author: _____

4. Order Number: _____

5. a. Institution: _____

   b. Division/Branch: _____

6. EFAA # (if any): _____

7. Supporting documentation (e.g., copy of complete citation) is attached.
   yes _____ no _____
   If not, what was your source for document information?

B. Duplicate Check History (To avoid double work)

1. Title Indexes

   Current Year: 1992 Show months checked _____ to _____

   Cumulations: 1990-1991 yes _____ no _____
   1984-1989 yes _____ no _____

2. Acquisitions Data Report (ADR) Online
   or
   printed version Show months checked _____ to _____

3. Clearinghouse Inhouse Records yes _____ no _____

C. Notes/Comments from Clearinghouse:

D. Notes/Comments from Facility:

(EFF 76 - rev. 1'92)

FIGURE II-10: ERIC Form Letter
D. Clearinghouse Acquisitions Request (to Facility)
[requesting Facility to acquire document]

ERIC® / CLEARINGHOUSE ON URBAN EDUCATION

Dear Colleague:

I am writing on behalf of the ERIC Clearinghouse on Urban Education to request your assistance in obtaining copies of papers and proceedings of the following conference for possible inclusion and dissemination through the ERIC system.

The Educational Resources Information Center (ERIC) system is a federally-funded information storage and retrieval network designed for the use of professional educators, students, and others who are interested in various aspects of education. As one of the sixteen clearinghouses in the ERIC system, the Clearinghouse on Urban Education is responsible for gathering written materials of all kinds concerning the experiences of urban and minority children and youth. We would be particularly grateful if you assist us by sending us papers presented at the conference, or by providing a copy of the conference program.

ERIC is not a publishing organization. Documents submitted are reproduced and disseminated to libraries and other institutions housing ERIC collections. The authors of documents submitted to ERIC do not transfer copyrights—those remain with the authors. Enclosed is our standard request for Reproduction Release form and a description of areas of particular interest to this Clearinghouse.

Thank you for your assistance. If you have any questions regarding this request or the ERIC system in general, please do not hesitate to write or call.

Sincerely,

[Name]
[Position]

Encl.

FIGURE II-11: Clearinghouse Acquisitions Letters (Typical)
A. Conference Documents

ERIC

CLEARINGHOUSE FOR SOCIAL STUDIES/SOCIAL SCIENCE EDUCATION

Social Studies Development Center
2805 East Tenth Street, Suite 120
Indiana University
Bloomington, Indiana 47405
(812) 335-3838

We recently read about your organization and would like to have more information about your activities. Will you put us on your mailing list to receive your newsletters, publications lists, and other complimentary materials?

The Educational Resources Information Center (ERIC) is a network of 16 clearinghouses funded by the Office of Education Research and Information to collect, select, abstract, index, reproduce, and disseminate significant educational documents. Documents selected are indexed and abstracted in a monthly Resources in Education (RIE) printed by the Government Printing Office. this clearinghouse is responsible for selecting and processing documents in social studies/social science education.

Standard publisher's recognition will be given to all items selected for announcement, abstracting, and indexing in Resources in Education. Your permission for reproduction will be requested on all copyrighted material announced.

Additional information about the ERIC system and Resources in Education is enclosed. This information service is rapidly becoming a basic reference and document source for both educational researchers and decision-making practitioners. We look forward to reviewing your publications. Thank you.

Sincerely,

[Name]
[Position]

JEH/sep
Enclosures: ERIC/ChESS
Call for documents

FIGURE II-11: Clearinghouse Acquisitions Letters (Typical)
B. Non-Profit Organizations

REQUEST FOR A SPECIFIC DOCUMENT

The Ohio State University

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION

1960 Kenny Road
Columbus, Ohio 43210-1090

Phone: 614-486-3655
Cable: CTVOCEDOSU/Columbus, Ohio

The ERIC Clearinghouse on Adult, Career, and Vocational Education (ERIC/ACVE) would like to review the following material(s) for possible inclusion in the ERIC system:

As you may know, ERIC is the largest education information system in the United States, and ERIC/ACVE is one of the sixteen subject-specific clearinghouses that feed into the system. ERIC serves a wide audience of teachers, administrators, researchers, students, and others, and publishes a monthly abstract journal, Resources in Education (RIE), that announces all documents that have been accepted by ERIC. This publication is received by some 5,000 organizations.

Besides wide dissemination and free publicity, there are other concrete advantages to submitting materials to ERIC, including quick retrievability via computer and the fact that ERIC documents "never go out of print." There are no fees to pay in submitting documents to ERIC, nor does ERIC pay royalties for materials it accepts. ERIC will send a complimentary microfiche to each contributor when the document is announced in RIE.

Other than the enclosed form concerning permission to reproduce your material, there are no forms to complete. Please fill out the enclosed form and return it with your materials.

We appreciate your consideration of this request and look forward to hearing from you. Questions may be addressed to me at (800) 848-4815 (outside Ohio and within the continental United States) or at (614) 486-3655.

Sincerely,

[Name]
[Position]

Enclosure

FIGURE II-11: Clearinghouse Acquisitions Letters (Typical)
C. General Solicitation

We are pleased to inform you that your document entitled:

_____

has been selected to be cited in the _____issue of Resources in Education

and has been assigned the document number: _____.

We actively solicit documents pertaining to higher education and we hope that yo will encourage your colleagues to send us their papers and reports on any facet of higher education.

Sincerely,
ERIC Clearinghouse on Higher Education
The George Washington University

FIGURE II-11: Clearinghouse Acquisitions Letters (Typical)
D. Reply Card

We would like to review your work for possible inclusion in the ERIC (Educational Resources Information Center) database.

ERIC is a nationwide network of 16 clearinghouses sponsored by the Office of Educational Research and Improvement (OERI). It is our job to collect materials relevant to education and make them available to researchers, students, school administrators, board members, teachers, counselors, and parents.

Contributors to ERIC benefit by having their papers announced in the abstract index Resources in Education (RIE) and added, in microfiche form, to ERIC collections in over 70 libraries and research centers around the world.

Because all documents announced in RIE must be available to the public, either through the ERIC Document Reproduction Service or through a clearly specifiable alternative source, we need a signed release form for each document. The release merely gives ERIC permission to reproduce the paper; it does not affect your copyright status.

We hope that you will take advantage of this opportunity to share your work with two copies of the paper. The work should be sharply printed on light paper to ensure legible microfiche.

FIGURE II-11: Clearinghouse Acquisitions Letters (Typical)
E. Reproduction Release Request

University of Illinois at Urbana-Champaign

College of Education
Institute for Child Behavior and Development
EDUCATIONAL RESOURCES INFORMATION CENTER/
EARLY CHILDHOOD EDUCATION

805 West Pennsylvania Avenue
Urbana, Illinois 61801
(217) 333-1386

Re:

We are pleased to inform you that an abstract of the document(s) cited above is included in the _____issue of Resources in Education (RIE), ERIC's monthly abstract journal. The document number assigned to it is ED_____.

Enclosed is a copy of the document resume and a microfiche copy of the document which you may keep for your files.

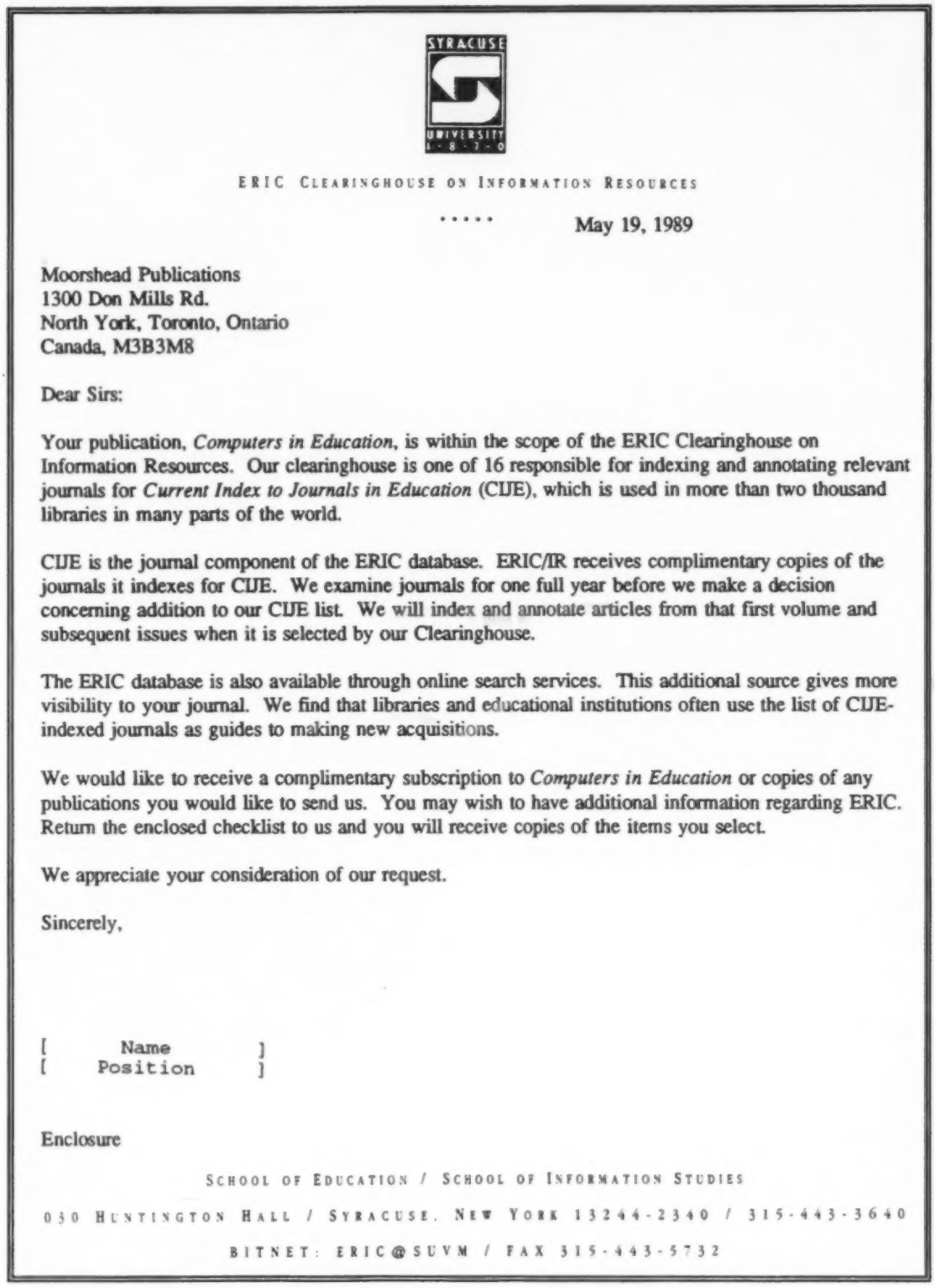
Thank you for making this work available to us.

Sincerely,

[Name]
[Position]

DR/sep

FIGURE II-11: Clearinghouse Acquisitions Letters (Typical)
F. Complimentary Microfiche to Author/Source



SYRACUSE UNIVERSITY 1-8-7-0

ERIC CLEARINGHOUSE ON INFORMATION RESOURCES

* * * * *

May 19, 1989

Moorshead Publications
1300 Don Mills Rd.
North York, Toronto, Ontario
Canada, M3B3M8

Dear Sirs:

Your publication, *Computers in Education*, is within the scope of the ERIC Clearinghouse on Information Resources. Our clearinghouse is one of 16 responsible for indexing and annotating relevant journals for *Current Index to Journals in Education* (CIJE), which is used in more than two thousand libraries in many parts of the world.

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FIGURE II-11: Clearinghouse Acquisitions Letters (Typical)
G. Complimentary Journal Subscription Request

INDEX

Academic Institutions, II-11
Acquisitions Arrangements List,
see ERIC Acquisitions Arrangements List (EAA)
Acquisitions Data Report (ADR), II-14, II-37, II-38, II-39, II-40
--ADR Input Form, II-41
--Printed ADR (Sample Page), II-43
Acquisitions Methods and Techniques, II-2, II-3
Acquisitions Policies, II-6
Acquisitions Request (Clearinghouse to Facility), II-47
Acquisitions Responsibilities, II-1
--Central ERIC, II-1
--CIJE Publisher, II-1
--Clearinghouses, II-1
--ERIC Facility, II-1
Acquisitions Statistics, II-26
Acquisitions Tools, II-2, II-12
Alerting Services, II-35
Article(s),
--Journal, II-11, II-24
--One-Shot, II-10
Assignment (of Documents to Clearinghouses), II-33
Author(s),
--Multiple, II-23
Automatic Distribution of Documents (from Source to ERIC), II-3
Berne Copyright Convention, II-23
Center(s), Research and Development (OERI), II-30
Central ERIC,
--Acquisitions Responsibilities, II-1, II-6, II-7, II-30
--Reports To, II-28
--Role (in Acquisitions), II-6
CIJE
--Acquisition of Journal Articles, II-36
CIJE Publisher,
--Acquisitions Responsibilities, II-1
Clearinghouse Acquisitions Letter(s) (Typical),
--Complimentary Journal Subscription Request, II-54
--Complimentary Microfiche to Author/Source, II-53
--Conference Documents, II-48
--General Solicitations, II-50
--Non-Profit Organizations, II-49
--Reply Card, II-51
--Reproduction Release Request, II-52
Clearinghouse Acquisitions Operations, II-12
Clearinghouse Acquisitions Request (EFF-76), II-13
Clearinghouse,
--Acquisitions Responsibilities, II-1, II-7
Complimentary Microfiche, II-14
Comprehensive Journal Coverage, II-36
Conferences, II-10
Contractor Reports, II-24
Contributors (of Documents), II-10
Convention(s),
--Berne Copyright, II-23
--Universal Copyright, II-24
Copyright, II-17, II-23
--Berne Convention, II-23
--Copyright Revision Law, II-23
--Fair Use, II-25
--Universal Copyright Convention, II-24
Copyrighted Segments of a Document, II-25
Core Education Journals, II-36
Cover-to-Cover Journal Coverage, II-36
Current Index to Journals in Education (see CIJE)
Department of Education Document Handling Form, II-18
Department of Education Documents, II-7, II-14, II-16
Document Transfer Form, II-15
Document(s),
--Academic Institutions, II-11
--Assignment to Clearinghouses, II-33
--Automatic Distribution (from Source to ERIC), II-3
--Conference, II-10
--Contributors of, II-10
--Copyrighted, II-17, II-23, II-25
--Department of Education, II-7, II-14, II-16
--Duplicate Checking, II-37
--Exchanges, II-6, II-31
--Federal, II-13
--Federally-Funded, II-24
--Foundations, II-11
--GPO, II-23
--Kinds (to Acquire), II-9
--Non-English, II-26
--Non-Profit Organizations, II-11
--Non-U.S., II-26
--NTIS, II-23
--PRIORITY, II-7, II-16
--Professional Associations, II-11
--Public Domain, II-23
--Purchase, II-4
--Requests for Specific Titles, II-4
--Routine, II-7
--Scanning (for Acquisitions), II-33
--Solicitation of, II-5
--Sources of, II-10, II-30
--Specific Orders, II-5
--Speeches, II-24
--Standing Orders, II-5, II-31
--State Documents, II-24
--Transfer of, II-9, II-13
--Unsolicited, II-3
Duplicate Checking, II-37
Education Journals, II-9
Education-Related Journals, II-9
Educational Laboratories (OERI), II-30
ERIC Acquisitions Arrangements List (EAA), II-3, II-12, II-28, II-34, II-35
ERIC Administrative Procedures Manual, II-6, II-28
ERIC Calendar of Education-Related Conferences, II-11
ERIC Clearinghouse Scope of Interest Guide, II-30, II-33
ERIC Document Transfer Form, II-13
ERIC Facility,
--Acquisitions Arrangements, II-30
--Acquisitions Program, II-28
--Acquisitions Responsibilities, II-1
--Reports to, II-28
ERIC Partners, II-6
Exchange Arrangements, II-6, II-31
Fair Use Clause (Copyright), II-25
Federal Documents, II-13

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Federally-Funded Documents, II-24
Form Letters, II-2, II-34
--Acquisitions Letter (Complimentary Journal Subscription), II-54
--Clearinghouse Acquisition Request, II-47
--Clearinghouse Acquisitions Letter (Complimentary Microfiche), II-53
--Clearinghouse Acquisitions Letter (Conference Documents), II-48
--Clearinghouse Acquisitions Letter (Non-Profit Organizations), II-49
--Clearinghouse Acquisitions Letter (Repro Release Request), II-52
--General Solicitation, II-45
--Request for Specific Document, II-44
--Thank You Letter, II-46
Form(s),
--Acquisitions Data Report (ADR), II-38, II-39, II-40
--ADR Input Form, II-41
--Clearinghouse Acquisition Request, II-13
--Department of Education Document Handling, II-18
--Document Transfer Form, II-15
--ERIC Document Transfer, II-13
--Letters, II-34
--Reply Card, II-13, II-16, II-34
--Reproduction Release Form (Blanket), II-21
--Reproduction Release Form (Specific Document), II-19
--Reproduction Release Forms, II-13, II-17, II-34
--Scope Overlap Sticker, II-33
--Thank You Card, II-46
Foundations, II-11
General Solicitation (of Documents), II-5, II-45
GPO Documents, II-23
GPO, II-4
In-Process Files, II-35
JDRP (see Joint Dissemination Review Panel (JDRP))
Joint Dissemination Review Panel (JDRP), II-35
Journal Articles, II-11, II-24
Journal(s),
--Comprehensive Coverage, II-36
--Core Education, II-36
--Cover-to-Cover Coverage, II-36
--Education-Related, II-9
--One Shot, II-37
--Selective Coverage, II-37
Kinds of Documents (to Acquire), II-9
Letter in Lieu of Release, II-25
Methods and Techniques (Acquisitions), II-2, II-3
Microfiche,
--Complimentary, II-14
Monthly Catalog of U.S. Government Publications, II-33
Multiple Authors, II-23
National Diffusion Network (NDN), II-35
NDN (see National Diffusion Network (NDN))
Non-English Documents, II-26
Non-Profit Organizations, II-11
Non-U.S. Documents, II-26
NTIS Documents, II-23
One-Shot Articles, II-10, II-37
PEP (see Program Effectiveness Panel (PEP))
Policies (Acquisitions), II-6
PRIORITY Document Handling Form, II-8
PRIORITY Documents, II-7, II-16
Professional Associations, II-11
Program Effectiveness Panel (PEP), II-35
Public Domain, II-23
Purchase (of Documents), II-4
Recordkeeping,
--Acquisitions Arrangements File, II-35
--Acquisitions, II-26
--In-Process File, II-35
Reply Card, II-13, II-16, II-34
Report(s),
--Acquisitions Data Report (ADR), II-14, II-37
--Acquisitions Reports to Central ERIC, II-35
--Contractor, II-24
--to Central ERIC, II-35
Reporting,
--to Central ERIC, II-28
--to ERIC Facility, II-28
Reproduction Release Form, II-13, II-17, II-34
--Blanket, II-21
--Specific Document, II-19
Reproduction Release(s),
--Letter in Lieu of Release, II-25
Request for Specific Document, II-4, II-5, II-44
Research and Development Centers (OERI), II-30
Resources in Education see RIE
RIE Master Schedule, II-7
Routine Documents, II-7
Scanning (for Acquisitions), II-33
Schedule,
--RIE Master Schedule, II-7
Scope of Interest Guide
see ERIC Clearinghouse Scope of Interest Guide
Scope Overlap Sticker, II-33
Selectively-Covered Journals, II-37
Sources (of Documents), II-10
Speeches, II-24
Standing Orders, II-5, II-31
State Documents, II-24
Statistics (Acquisitions), II-26
Summary of Significant Rules,
--Acquisitions, II-vi
Thank You Letter, II-46
Title-checking, II-37
Tools (Acquisitions), II-2, II-12
Transfer (of Documents), II-9, II-13, II-15
U.S. Government Printing Office, see GPO
Universal Copyright Convention, II-24
Unsolicited Documents, II-3

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